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ABSTRACT

This book explores the issue of what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all elementary social studies. Chapter 1 explores the nature of history and reviews important research about the history learning ability of young children. Chapter 2 provides an overview of current practices in the teaching of history and concludes with a review of historical concepts found in current social studies textbooks. Chapters 3 through 8 are lesson plans for kindergarten through grade 6 based on creative ideas and resources for teaching history in the standard curriculum. Each of these chapters comprises: (1) goals for history; (2) ways to improve the existing curriculum with history; and (3) sample lessons with objectives, teaching procedures, and resources. The book concludes with a summarization, a look at the future of history instruction, and recommendations for further research. A bibliography and a selected list of ERIC resources for teaching history are provided. (SM)

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Teaching History in the Elementary School

by

John D. Hoge and Claudia Crump

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CONTENTS

ABOUT THE AUTHORS iv
FOREWORD v
ACKNOWLEDGMENTS vii
INTRODUCTION ix
CHAPTER ONE What Theory and Research Say about Teaching History in the Elementary School 1
CHAPTER TWO Purposes and Guidelines for History Instruction in Elementary Schools 11
CHAPTER THREE Kindergarten and First-Grade History Experiences 27
CHAPTER FOUR Second-Grade History Experiences 41
CHAPTER FIVE Third-Grade History Experiences 57
CHAPTER SIX Fourth-Grade History Experiences 69
CHAPTER SEVEN Fifth-Grade History Experiences 89
CHAPTER EIGHT Sixth-Grade History Experiences 103
CHAPTER NINE Summary and Conclusion 119
BIBLIOGRAPHY 125
SELECT BIBLIOGRAPHY OF ERIC RESOURCES ON TEACHING HISTORY 129

ABOUT THE AUTHORS

John D. Hoge is a Visiting Associate Professor of Social Studies Education at Indiana University and Coordinator of the *Current Index to Journals in Education* for ERIC/ChESS. Dr. Hoge has taught first, second, third, and sixth grade; published articles and curriculum materials on social studies and computer use in the schools; and trained elementary teachers at Boise State University and Indiana University.

Claudia Crump is a Professor of Education at Indiana University Southeast, New Albany. Dr. Crump has taught grades one through five, directed a Head Start Program, served as a Coordinator of Elementary Education for the Clarksville (Indiana) Schools, and Coordinated the Elementary Education Program at IUS. She has published articles and books on questioning and values in elementary social studies. She is co-author of a state-adopted social studies text for grade four, *Indiana Yesterday and Today*.

FOREWORD

During the first quarter of the twentieth century, history had an important place in the curriculum of American elementary schools. However, a new curriculum design emerged during the 1930s, the "expanding environments" approach, which diminished the place of history in the elementary school curriculum. The "expanding environments" curriculum is often portrayed as a set of concentric circles that begins with the child and moves outward to the family, neighborhood, community, region, nation, international region, and the world. By the 1940s, the "expanding environments" curriculum dominated American public elementary schools. History was practically pushed out of the primary grades in favor of content drawn from sociology, psychology, and economics, and it was deemphasized in grades four through six.

During the 1980s, the "expanding environments" curriculum still predominates, but, for the first time in fifty years, it faces formidable challenges. For example, Diane Ravitch strongly criticized assumptions undergirding the "expanding environments" curriculum in a recent article, "Tot Sociology, Or What Happened to History in the Grade School" (*The American Scholar*, Summer 1987, 343-354). In *First Lessons: A Report on Elementary Education in America*, U.S. Secretary of Education, William J. Bennett, recommended a reconstructed social studies curriculum that would stress history, geography, and civics. The California Department of Education has designed a new curriculum framework that "is centered in the chronological study of history. . . . Throughout this curriculum, the importance of the variables of time and place, when and where, history and geography, are stressed repeatedly" (*History-Social Science Framework for California Public Schools Kindergarten Through Grade Twelve*, 1988, 3).

Will the "expanding environments" curriculum survive current challenges and persist as the dominant approach to social studies in public elementary schools? Does the new "California Framework" represent the curriculum pattern that will predominate during the 1990s? The answers to these questions won't be known for awhile. In the meantime, educators should act to renew and improve the teaching and learning of history in the elementary school in all possible ways. What does the scholarly literature reveal about possibilities for enhancing education on history in the elementary school? What practical guidelines can be offered to elementary school teachers who want to act now to increase the quantity and quality of history in their classrooms?

As shown by this publication, elementary educators can do much to improve treatment of history within the "expanding environments" curriculum. John Hoge and Claudia Crump review research about the teaching and learning of history in elementary schools and offer interesting recommendations for practitioners and researchers. Furthermore, they present thirty detailed lesson plans to show elementary school teachers how they can expand upon and enrich the study of history in all grades of the elementary school, from kindergarten and first grade through the sixth grade. Thus, Hoge and Crump have made an important contribution to the renewal and improvement of the teaching and learning of history in American elementary schools.

John J. Patrick
Director, ERIC Clearinghouse for Social
Studies/Social Science Education and
Director, Social Studies Development
Center at Indiana University

8

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INTRODUCTION

Throughout the world, children have grown into adolescence with a rich oral tradition of family heritage and the history of their community and people. The value of such natural lessons was usually unquestioned. In the United States today, however, history is perhaps less a part of the natural progression of learning than in the past. The breakdown of the nuclear family, higher geographic mobility, and ever-increasing pressure to deal with the tremendous flow of present-day information have limited the family-based natural history learning opportunities of many children. Parents and their children may have neither the time nor the inclination to talk about their past. Furthermore, there has been a decline in the quantity and quality of history that is taught and learned in elementary and secondary schools.

Calls for renewed emphasis on the teaching of history have come from prestigious reports and high government officials. United States Secretary of Education William Bennett (1986) called for the teaching of history throughout the elementary grades in his booklet entitled *First Lessons*. More recently, *American Memory*, the report on the status of the humanities in our schools, made an impassioned plea for a renewal of history instruction (Cheney 1987).

Yet, despite the apparent need for history instruction and national support for a renewed effort, considerable controversy surrounds the topic of formal education on history in elementary schools. The record shows that factions within the educational community advocate everything from complete abandonment of all attempts to teach young children history to complete replacement of the current interdisciplinary approach with nothing but history (Egan 1982). Not unexpectedly, each faction attempts to base its position on existing research and theories, though ultimately the limitations of research evidence force any argument to be based partly on inferences, informed opinion, tradition, and the politics of education.

This book is about what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all of elementary social studies.

Chapter One considers the nature of history and examines what theory and research have to say about the teaching of history to young children. Chapter Two reviews how history is typically taught in the existing curriculum. It goes on to describe the potential of improved history instruction in the elementary school.

The largest portion of the book provides a collection of lesson plans based on creative ideas and resources for teaching history within the standard elementary school curriculum. Chapters Three through Eight are devoted to a grade-by-grade presentation of these resources. Teachers are urged to try the sample lesson plans; they are challenged to develop additional lessons or units around the lists of activities; and they are invited to investigate the supplementary resources identified in the annotated bibliography of ERIC documents. The final chapter summarizes the major ideas of the book, considers potential new developments in elementary school history instruction, and proposes an agenda for future research.

CHAPTER ONE

What Theory and Research Say about Teaching History in the Elementary School

"What is history?" "What does it mean to study and learn it?" Clear answers to these two questions are critically important to the practical meaning which may be wrested from theory and research related to the teaching of history to children and youth. Because both practice and research must be judged in light of the answers to these questions, it is appropriate that this book begin by attempting to answer them.

What Is History and What Does It Mean to Study It?

In the second edition of his book, *Teaching of History,* Johnson (1940) begins with an entire chapter devoted to answering the question: What is history? He states that in the broadest sense, history is everything that ever happened, and in that conception, it is the past itself. We are informed, however, that properly speaking, history is the story of humankind and the traces people have left as a result of their existence. Johnson goes back to the writing of Herodotus and Thucydides to trace the origins and development of history. He states, "Attempts to frame an exact definition of history have varied with the framers. . . ." Johnson offers his own definition: "History is the intellectual form in which a civilization renders account to itself of its past" (Johnson 1940, 15).

Almost thirty-five years later, Lester Stephens (1974) noted the varying definitions of history in his book, *Probing the Past*. He makes it clear that history is more than a simple record of the past; it is an organized interpretation of the past told as a chronological story which attempts to explain why problems, events, and phenomena happened as they did. Stephens states that history is "a mental construct[ion] of the past based on evidence which has been carefully subjected to tests of validity and then critically and systematically ordered and interpreted to present a story of man's interaction with other men in a society" (Stephens 1974, 8).

The implications of these definitions are critical to our understanding of what it means to study history. Both definitions stress a level of mental effort and explanation which go far beyond memorization. Johnson's definition hints at the importance of present-day interpretations of the past and reinforces the need to continually update and reinterpret our knowledge of history. This view helps us see that history really is alive, and that it may change with new evidence and differing interpretations. Stephens' definition highlights the importance of historical scholarship and reminds us of the process of historical inquiry. Finally, Johnson's reference to civilization and

Stephens' mention of society stress the idea that history often aims for a broad understanding of the past, one that conveys insight into a complex mosaic of human events taking place on a grand scale of time and across fates of hundreds, thousands, or millions of people.

If this is the nature of history, how can children learn it? McCully (1978) offers an interesting perspective on the problem of teaching history to young children. He says:

> History is difficult to teach to young people because it is difficult to convey a sense of the past to the inexperienced—those who have not lived themselves are ill-equipped even to begin to understand the lives of others. Great historians must also be great (in the sense of profoundly human) men; the depth, complexity, and subtlety of any historian's understanding will be limited and qualified by his own experience. On this condition great history will probably never be learned in the schools, and even good history will be, at best, elusive. What happens most frequently is that the vitality of history is forsaken in favor of the more banal memorization of time lines, textbook facts, and the "main points" abstracted from primary sources—the dull routine that has subverted history in the schools (McCully 1978, 497).

Whether we view history simply as the past, a chronological record of the past, an interpretation of selected events from the past, or as a process for learning about the past, the definition we give credence to in our instruction will shape what it means to study history. If the child experiences history as a string of names and dates memorized from the textbook, then that becomes "what it means" to study history.

History instruction in the elementary grades has been a subject of continuing controversy since it was first introduced in the latter half of the 19th century (Howard 1900; Gilbert 1913). The controversies have centered mainly on the goals and methods of history instruction and the related issue of whether pupils were developmentally able to benefit from the study of history in the elementary grades. The following section reviews literature related to these issues.

Review of Theory and Research

Zaccaria (1978) conducted one of the earliest comprehensive reviews of theory and research on the development of historical thinking. Noting the lack of a satisfactory explanation of how to teach for historical thinking and the frequency of this goal for history instruction, he set out to review what researchers had discovered about psychological processes which might help teachers of all levels more effectively develop historical understanding among their pupils. Zaccaria began his review with a summary of the work of Piaget and the research of a group of British educators who had conducted studies designed to investigate the development of formal thinking ability in history among adolescents. His review summarizes these studies (the work of E. A. Peel, R. N. Hallam, and others) as showing that the ability to think formally about history arises in the middle to late teenage years. He concluded: "Thus, Peel and Hallam supply strong ammunition for those who argue that history is an adult subject, ill-suited for the cognitively undeveloped mind of youth" (Zaccaria 1978, 328).

Zaccaria realized, however, that an understanding of history depended on a mature consciousness of time and chronology, which might develop somewhat independently of the Piagetian developmental stages. As a result, he reviewed research regarding the emergence of temporal and historical consciousness which had been conducted by a number of psychologists and educators. Zaccaria summarized the results of his review in a chart which showed the development of chronological/historical thinking ability. A modified version of the chart is presented in Figure 1.

Figure 1 shows a general picture of the development of temporal and historical understanding from the end of the first year of growth to maturity. The capabilities gained with increasing chronological age augment, but do not supplant, previous capabilities. For example, a nine-year-old will still use the time frames of the four-to-five-year-old, and mature persons will use all of the time frames as they are needed. While there may be exceptions to the general capabilities described for certain people at specific ages, the experience of most parents, teachers, and child psychologists would tend to support the developmental pattern which is shown.

The pedagogical implications of the research were also explored by Zaccaria. He stated that some educators have drawn the conclusion that "real" history is strictly an adult subject; that its study requires a level of maturity and cognitive ability which cannot be possessed by elementary-age pupils. Those who subscribe to this line of thinking believe that history instruction should be delayed until the junior high or high school years. Other educators, noted Zaccaria, have advocated early instruction in history in hope of speeding up the development of historical thinking ability. This group seems to feel that early opportunities to learn history may plant important seeds for future formal learning. A final point of view is represented by those who advocate the teaching of history, not so much for complex chronologically-based insights and formal explanations of historical trends as for other more attainable goals. Educators who hold this view may advocate that history for younger pupils should take the form of inspirational stories about real people, which are told without reference to precise measures of time or any attempt to demonstrate "what history is really about" (Zaccaria 1978, 333).

The development of historical thinking was the primary focus of Zaccaria's review. A more recent and broadly-based review was conducted by Levstik (1986), who covered research literature on the teaching of history to elementary children in her chapter in the 79th Bulletin

Figure 1.
The Development of Temporal and Historical Understanding
(modified from Zaccaria 1978, 330-31)

Approximate Chronological Age	*Conception of the past which can be remembered and related to present action*	*Conception of the present as a time frame which is actively used*	*Conception of the anticipated future which can be used to modify present action*	*Notions of time and history and progression of historical interest*
1 yr.	Put on the bib	Mommy serves food	Empty plate	*Mythological Time.* Unfolding in the imagination; tales and stories (Once upon a time...")
2 to 3 yrs.	Back from the garden	Dinner time	Play time	
4 to 5 yrs.	Morning at school	Midday	Evening recreation	
5 to 6 yrs.	Yesterday	Today	Tomorrow	
7 to 8 yrs.	"When I was younger." (indefinite time reference)	This week.	In a week	
9 to 10 yrs.	"When I was five." (a more definite time reference)	This month	In 30 days	*Objective Time.* Possibility of control; (I'll ask my grandfather if it is true.")

Approximate Chronological Age	*Conception of the past which can be remembered and related to present action*	*Conception of the present as a time frame which is actively used*	*Conception of the anticipated future which can be used to modify present action*	*Notions of time and history and progression of historical interest*
10 to 11 yrs.	*Definite time* reference but still restricted to personal history	*This season*	*The coming season*	*Contiguity of Past with Present.* Things valued because of their age; respect for ancient monuments; proud to collect old souvenirs; to commemorate the present with photos for when "one gets old."
Pre-adolescent	Same as above	This year	Next year	*Historical Continuity.* Interest in historical sequence develops.
Adolescent	Definite time references but begins to think in terms of history which has been learned	This period of life	In five years	*Historical Milieu.* Isolated realistic details placed in their historical framework (interest in museums); historical tales and novels.
Maturity	My past as a whole and all known history	Same as above	Potential alternative futures	*Historical Progress.* Continuous development across people or periods.

of the National Council for the Social Studies. Her opening sentence states: "Despite the dominance of history instruction in the elementary social studies curriculum, research has very little to say about the teaching of history at the elementary level" (Levstik 1986, 68). The result, she states, is considerable debate over what history should be taught, the best methods for teaching younger pupils, and even if history is appropriate at all before adolescence.

Levstik's chapter briefly reviews the roots of history instruction in the United States and reports the results of research studies which have attempted to investigate whether elementary-level pupils were developmentally ready for the study of history. The developmental studies she reviews tend to show that there are substantial limits to children's historical thinking abilities, confirming much of what Zaccaria found in his review eight years earlier. Levstik's review goes on, however, to describe the largely unresearched but promising narrative-based approach to history instruction (Egan 1982a) and concludes with two examples of this approach to history.

The narrative approach to history has its roots in the story-telling traditions of folklore and the literary qualities of historical fiction. The central idea of the approach is to place the pupil much closer to the participant's view of history. Literary devices are used to help the learner vicariously experience events of the past. Stories about events, biographies, diaries, folklore, and oral history are the primary vehicles through which the narrative approach is implemented, although the use of realia, living museums, photographs, and other representations of the past may play a supporting role.

Three implications from the research are drawn by Levstik: (1) current instructional practices appear to be unsuccessful in developing historical understanding as defined by either of the models she reviewed; (2) social studies educators should apply the techniques of "response [to literature] research" to history; and (3) investigators should research the power of narrative in history, focusing on the differences between children who express an interest and those who do not.

Additional information on what research has to say about the teaching of history to elementary-age children is contained in Jantz and Klawitter's chapter entitled: "Early Childhood/Elementary Social Studies: A Review of Recent Research," which is found in Bulletin 75 of the National Council for the Social Studies (1985, 65-121). This chapter reviews research on information processing, the development of social perspective, spatial and temporal understanding, and concept learning. All of these topics have some relevance to the learning of history and are briefly reviewed here.

On the topic of information processing, Jantz and Klawitter review schema theory. Briefly, schema are fundamental cognitive structures upon which all information processing depends. During any

17

information processing act, the existing schemata of the learner are used to form connections which allow the construction of meaning. In order for information to pass from short-term sensory storage to short-term memory and eventually to long-term memory, the pupil must develop relationships between the incoming data and information which has been previously assimilated. The implications of this for elementary-level history instruction seems obvious: teachers must continually provide the experiences, referents, and analogies which allow pupils to connect their present learning with previous learning and experience. This "bridge-building" is important to all learning, but of crucial importance in teaching history to the young.

Regarding the development of social perspective, Jantz and Klawitter review the works of Albert Bandura, Eliott Turiel, Eric Erickson, and others. Though coming from different theoretical perspectives, this research tends to show the development of strong social skills and complex abilities by the time of entrance to school. This work also makes it clear that children develop social perspective by a number of means, including modeling and direct and vicarious experience, as well as by learning from adults' instruction.

In the section on the spatial and temporal understandings of children, much of the space is devoted to the teaching and learning of map skills. This work tends to show that children pass through age-related stages in their ability to read and use maps. Jantz and Klawitter state, however, that the reluctance to introduce mapping to young children may not be warranted and cite a number of studies which indicate young children possess spatial skills and have the ability to associate meaning with map symbols.

Regarding the development of temporal understanding, Jantz and Klawitter note that rudimentary temporal understanding appears at an early age and that even according to Piaget, the four-to-eight-year-old pre-operational child can order actions in a sequence and separate time from distance. By the time of concrete operations, children will be able to conceptualize the temporal succession of events, will have notions of duration and permanence, and will have developed their own informal systems for measuring time. Jantz and Klawitter conclude that the theoretical underpinnings of how temporal understandings develop have yet to be finalized and urge more research concerned with the underlying theory and its practical classroom implications (Jantz and Klawitter 1985, 90-91).

Jantz and Klawitter remind us that young children have difficulty differentiating between fantasy and reality, between fact and fiction, and between the physical and mental. In addition, children tend to view the world in terms of absolutes, sharp dichotomies, and permanent alterations. The authors point out that though children are eager for the new, they seldom see its relation to the old. An additional point, worthy of careful observation in any attempt to teach young children, is the limited ability of children to learn from verbal explanations. Accordingly, Jantz and Klawitter stress the use of a multiexperiential interactive approach which allows children to assimilate and accommodate experiences into their internal cognitive structures (1985, 92-93).

Observations About Theory and Research

A synthesis of the theory and research related to the teaching of history raises a number of questions and supplies some tentative answers. The question of whether elementary-age children are capable of learning history is much too broad to be clearly answered. It must be rephrased in the form of several questions centered about the different things that may be learned from history and the age at which such learnings become available to children given soundly formulated instruction.

If the question is whether elementary age children are capable of thinking formally about history in a mature sense—that is, dealing with multiple causation and probabilistic statements concerning societal trends and events covering long periods of time and occurring hundreds or even thousands of years ago—the answer is clearly "No!" Even university professors are concerned with trying to teach students who cannot think at the formal operational level (Roberts 1986). Hallam (1972) and others have concluded that prior to the teenage years, few if any pupils are capable of formal historical thinking, and subsequent research has tended to support this finding (Kennedy 1983).

Despite their limited formal history thinking ability, children are capable of a variety of less demanding types of thinking used in all subjects and everyday living. For example, even first-graders are capable of noting simple cause and effect relationships, sequencing pictorial and verbal descriptions of events, generalizing, and detecting similarities and differences in all sorts of phenomena. Of course these abilities are just beginning to develop, and they may be overstepped in specific instances due to a variety of reasons, such as poor instruction, severly limited conceptual or experiential background, or general neglect of skill instruction in the curriculum. Nevertheless, such thinking skills are generally present in the majority of elementary-age children, and they are applied, if not directly taught, in all subjects.

In the area of historical knowledge, it is clear that children lack the depth of factual and conceptual knowledge possessed by their teachers and those who have studied history as professionals. This lack of knowledge does not indicate a limited ability for memorization among young school children. Quite the opposite is true. Given well-planned instruction, a reasonable amount of motivation, and the general impression of a societal demand for such learning, children are the most able learners of facts. Indeed, much of all novice learning is necessarily factual and conceptual.

Related to the issue of factual and conceptual knowledge is the question of whether children are capable of learning material which exceeds the bounds of their immediate experience. The answer is clearly and emphatically "Yes." Egan (1982a) and others have noted the fascination of children with the unfamiliar, the atypical, the exotic, the far-away, and the magical. Given the opportunity to explore such phenomena, children will readily attempt to apply their existing knowledge to assimilate or accommodate the new experience. Failure to generate conceptual or other types of connective threads may make the phenomena harder to understand but will not cause it to be automatically erased from the memory. Witness, for example, how both young and old remember their first earthquake (or a similar new experience) regardless of whether they had either previous or subsequent information provided about the phenomena.

In the realm of beliefs, attitudes, and values, it is clear that all sorts of learning occurs during the first years of school. For example, children often acquire beliefs about appropriate gender-role behavior; they develop basic attitudes toward members of other races, religions, and nationalities; and they gain a limited but operational set of basic values such as honesty, respect, and friendship. Not only are elementary-age children capable of acquiring and using such forms of affective learning, they are often interested in inspecting, questioning, and reflecting on such learning. Historical material provides a detached yet real context for this type of experience. For example, the fifth-grade pupils' desire for spending money and their dawning awareness of the world of work spur a high degree of interest in turn-of-the-century child labor practices and related social attitudes.

Questions which remain unanswered concern the importance of early history instruction. For example, how important is the early development of a positive attitude toward the subject? Will early liking of history lead to better history learning later on? Will the use of basic thinking skills in the area of history improve children's chances of developing formal history thinking ability? Will it hasten the onset of formal thinking ability? Assuming a general demand for the learning of certain historical content (facts and concepts) and the judicious use of teaching strategies designed to make the lessons pleasant and memorable, will later history instruction benefit from having factual and conceptual history content taught in the elementary years?

While the questions posed above remain unanswered, it is clear that children are capable of acquiring much from history instruction. As precocious learners of facts, they are capable of mastering any collection of names, dates, and places. As competent conceptual learners, they are capable of knowing such things as war, heroism, cowardice, and bullying. As dauntless explorers of all that is strange and new, they are capable of encountering the past with curiosity and openness. As inheritors of the future, they must also become guardians of their past.

CHAPTER TWO

Purposes and Guidelines for History Instruction in Elementary Schools

The previous chapter explores the nature of history and reviews important research regarding the history learning ability of children and youth. This chapter begins with a general overview of practices in the teaching of history currently found within the broader context of the elementary school social studies and ends with specific reference to history concepts found in currently-published social studies textbooks. Chapter Two also examines alternative definitions of history along with implications for instruction; it continues with a set of purposes or goals for elementary school history instruction supported with a chart matching varying developmental characteristics of elementary school children with appropriate history-related learning experiences. Chapter Two forms a bridge between the theory and research reviewed in Chapter One and the classroom applications demonstrated in the history lesson plans which follow.

Current Practice in the Teaching of Elementary School History

In many school systems the first three years of formal schooling may or may not include specific attention to social studies. Primary-grade-level teachers often state that they do not devote specific attention to social studies due to the heavy emphasis on reading, writing, and arithmetic. The failure to implement a formal social studies program in the primary grades has many consequences, but it does not prevent various forms of social learning from taking place. For example, textbooks in reading often draw heavily on social themes; teachers still celebrate national holidays; and children still observe common conventions of schooling such as the Pledge of Allegiance and learning to stay in line. These examples are a part of each child's social education and thus may be properly classified as social studies. However, little if any of the learning in this informal social studies curriculum is drawn from history.

When the first years of schooling include a formal social studies program, the curriculum is often built upon an "expanding environments" approach to scope and sequence.[1] This traditional "integrated" approach to elementary social studies often limits attention to history. A brief review of some typical experiences provided by the expanding environments approach follows and sets the stage for demonstrating how to improve elementary social studies through the use of history.

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[1] The content of elementary social studies is very similar from state to state. Studies such as Project SPAN document this continuity. The authors recognize, however, that substantial arguments may be made in favor of "alternative approaches" to elementary school social studies. Most children in the United States are exposed to information that transcends the boundaries of the traditional "expanding environments" approach to social studies. Nevertheless, to enhance the use of this text, we have decided to cast our presentation in terms of prevailing practice.

Primary-Level Social Studies. In kindergarten, for example, the expanding environments curriculum often focuses on the development of a positive self concept and appropriate social behavior. Pupils may do such things as trace their body silhouettes, learn about their feelings, and explore the reasons for conforming to certain types of social behavior. All of this is done without the slightest reference to the past.

First-grade social studies is often centered around the study of the family. Children investigate different family structures, learn about various ways in which family members perform their roles, and compare the ways families formulate rules. A multi-ethnic or cross-cultural component may be included to broaden the child's perspective on the nature of family life. Still, little if any history may be found in the typical first-grade curriculum.

The study of neighborhoods traditionally forms the core of second-grade social studies. Pupils learn about community helpers and basic features of neighborhoods. The first roots of geography may be found in the simple maps which accompany the textbook, while some of the first seeds of history appear in typical units on neighborhoods.

Larger communities and cities occupy center stage in third-grade social studies. Pupils learn about the increasingly complex patterns of life, multiple opportunities, and persistent problems of large cities. An historical view of the development of cities may be offered, though such lessons compose only a small portion of the total content for the year.

In summary, it is quite likely that a child will receive little or no formal social studies instruction during his or her first three or four years of school. If a formal social studies program is offered, it is still likely that the pupil will be taught little or nothing about history in any sense of the word. It is not until the beginning of the fourth grade that social studies explicitly includes history. An examination of how the social studies program typically proceeds will demonstrate how this occurs.

Intermediate-Level Social Studies. The study of geographic regions and the home state invariably forms the core of fourth-grade social studies. The study of the home state often includes a focus on state history. For many pupils, this is the first time they have consciously been engaged in studying the past; thus they have a difficult time relating to the content in a personally meaningful way.

The treatment given to state history is typically begun with early white settlement and pioneer struggles with indigenous populations. This backdrop of pioneer history is often left hanging in the past as the narrative leap-frogs through several hundred years into the present. Little treatment is given to entire periods of history, the indigenous people are left living in the past, and the pupil is left with little understanding of the continuous and related historical development which brought the state to its current condition.

State studies are often followed in the fifth grade by United States history. Chronologically arranged, this study addresses topics in a broad and necessarily superficial treatment ranging from pre-colonial history through the present. Too often, this first formal course of history is found by many pupils to be difficult, disjointed, and deadly dry. Having missed any formal history lessons in their early school years, pupils have no expectation that history ought to relate to them or that history instruction can be exciting. Unfortunately, many pupils come to see United States history as an extended trivia quiz.

A recent report on the quality of American history textbooks supports much of the above view (Sewall 1987). Noting that the content of the textbook often becomes the defacto social studies curriculum, the study was designed to investigate "the capacity of leading American social studies and history textbooks to inspire the imagination of students through effective literary, pictoral, and historiographic techniques" (Sewall 1987, 4). The fifth-grade textbooks which were reviewed embodied both positive and negative characteristics. On the positive side the books were characterized as "glossy and colorful," "easy to read," and having "considerably more subject detail than standard textbooks used in elementary schools at mid-century" (Sewall 1987, 25). On the negative side, the study concluded that the physical size and weight of textbooks discourages enthusiasm for their contents, that the prose style of most textbooks is bland and voiceless, that excessive coverage makes textbooks boring, that group consciousness contributes to flawed textbook writing, and that textbook format and graphics diminish the style and coherence of the running text (Sewall 1987, 64-69). Though such flaws are far from fatal, they do highlight the importance of such practices as using locally-available history resources, giving certain topics deeper treatment, and supplementing the textbook with primary sources and hands-on history-learning activities.

Fifth- or sixth-grade social studies may expand to include either the study of Canada and Latin America, or a broad survey of eastern- and western-hemisphere cultures. The history that is included in such studies is necessarily brief; it attempts to cover far too large an area and time frame, and it competes with the contemporary focus of geography, political science, and economics. As a result, pupils are denied the depth of study required for better understanding and retention of history.

William Bennett's *First Lessons* (1986) notes the plight of social studies and recommends reinforced treatment of it throughout the primary and intermediate grades. Among Bennett's recommendations are that young pupils learn about "myths, legends, fairy tales, Bible stories, and biographies of outstanding men and women" and that older pupils develop "rigorous knowledge" of our heritage by continued study of legends, Revolutionary War heros, and "women like Harriet Beecher Stowe and Emily Dickinson [who] shaped the sensibilities of our young republic." Bennett's book cites the recommendations of the Organization of American Historians that pupils know the main events of United States history and be able to explain their significance; that they recognize and place in context important men and women; and that they have read and understood at least parts of famous documents such as the Declaration of Independence and the Constitution. If these goals are to be attained, the instruction provided must be, by design, more than simple reading exercises (Bennett 1986, 30-31).

Though social studies in the upper-elementary grades includes specific opportunities for the study of history, the quality of the learning experiences may never tap history's true potential to arouse interest, illuminate the past, and inform the present. History is seldom questioned, interpreted, or meaningfully personalized. Poor history instruction results in pupils experiencing history as a book or a chapter in a text which is filled with a disjointed arrangement of generalities and specific facts about the past. As a result, the past is often left as a series of unrelated bits and pieces of information best suited for completing a fill-in-the-blank exercise. The purposes and potential of history as a discipline in the elementary social studies curriculum are seldom realized.

The Purposes of Elementary-Level History Instruction

The purposes of history in the elementary school are less focused on building a definitive knowledge of history or mature historical reasoning ability than they are aimed at more immediate and attainable goals. For young elementary pupils, an important purpose of history instruction is to make the past seem real instead of remaining an untouchable abstraction held only in adult memories and hollow textbook passages. As history instruction casts the past in a more meaningful context, pupils achieve a second purpose of building insights into their present circumstances and contemporary events.

Beyond these purposes, history instruction in the elementary school must help pupils develop a love and respect for history learning and a realistic view of its inherent limitations. Finally, history instruction must help children recognize their own relationship to history, realizing with certainty that their actions and lives are a potential part of yet-to-be-written histories.

A review of several state social studies curriculum guides showed considerable attention to the underlying purposes of history learning. The "California Framework" states that in the primary grades, history studies must "reach back in time to link the child with people, ordinary and extraordinary, who came before and whose stories build sensitivity and appreciation for times past and for the long continuity of human experience" (California Department of Education 1987, 50). The Indiana guide, for example, states that students must be able to ". . . assess how the people, events, and decisions of the past influence the present and future" (Indiana Department of Education 1987, 13). The Wisconsin guide recognizes history as "synthesizing force" which is essential to understanding the present and future (Wisconsin Department of Education 1986, 23), and the North Carolina guide emphasizes history because of its ability to provide insights into contemporary problems and its unique ability to inform society of its roots (North Carolina Department of Public Instruction 1985, 27).

Such purposes of history instruction are achieved through the teaching strategies and activities experienced by pupils. These, in turn, are significantly related to the operational definition of history embraced by a teacher. The next section briefly outlines four popular definitions of history and suggests the implications of each for elementary school history instruction.

Definitions of History as a Guide to Instruction

History has been defined by professional historians and others in many ways. Two professional historians' definitions are used to introduce the review of research provided in Chapter One. Though intellectually complete and informative, such definitions lack popular acceptance and are seldom used as conceptual guides for instruction. Popular definitions of history do influence our belief about what history is, and, as a result, such definitions directly influence how history is taught. The following paragraphs note four popular definitions of history and the influence each has on instruction.

Defining history simply as "the past" or "everything in the past" implies a rather thoughtless approach to the subject, but brings to the fore one of the most basic history-related conceptual learnings: the fundamental difference between the past, present, and future. Research has shown that preschool children are capable of knowing these concepts in a restricted but fundamentally correct way. Beyond knowing these concepts, however, this definition of history implies learning "things" about the past. It does little to help us make decisions about which things to learn, or why they should be known. History taught under this definition is likely to become what some have called "snap-shot history," a form of learning about the past as a series of unrelated pictures showing "how it was" at a given point in time. This type of history may provide information about single events, but no attempt is made to show the relationships between the succession of events or to develop personalized insights into their meaning.

Defining history as a "chronological record of the past" suggests a flowing, cinematic approach to the subject. Timelines are often a focus of instruction which is attempting to convey this meaning of history. Factual and conceptual learning may still be emphasized, but the central role of time and the succession of events remains dominant. Instruction which emphasizes this approach to history is questionable for the elementary grades and must be used sparingly even with fifth- and sixth-graders. This does not imply, however, that time ordering experiences for elementary school children are inappropriate. Elementary pupils in all grade levels should be exposed to the temporal ordering of events, but such experiences should be limited to the time frame of their operative temporal reality (see Figure 1) and should never become the central purpose of instruction. Practice with chronological sequence with which children can personally relate provides essential readiness for future work with larger periods of time.

Yet another perspective on the study of history is offered by defining it as an "interpretation of the significance of the past." Interpretative history learning focuses on being able to tell the importance of events not only historically within the context of the past, but also to oneself in the present. This conception is closely allied to what professional historians say their discipline is all about. It might be thought that this form of history is restricted only to adults, but that is not the case. While it is true that the scholarly interpretation of the past is best left to professional historians, all of us, including young children, enjoy hearing an historian's interpretation of the meaning or significance of the past. The fact that research indicates children cannot formally reason about history does not mean they will fail to accept, understand, or even appreciate statements which explain the significance of historical events. Reasoning about why things happened as they did and interpreting how the past has influenced the present are worthwhile activities for all elementary pupils.

A final definition stresses the process of history, or the methods used in historical research, historical criticism, and the telling and writing of history. Instruction which reflects this definition inevitably involves pupils in working with such primary sources as diaries, old photographs, personal letters, government documents, historical artifacts, and first-hand witnesses of history. Although written works may need to be abridged or re-written to accommodate the simpler vocabulary of the pupils, such primary sources still add great interest to the study of history. Even young children gain insights from the examination of artifacts and interviews with people who have experienced events in history. Certainly it must be understood that primary level pupils may be limited to the near past and to specific events within their life span or that of a person they know. This type of readiness, however, prepares the more capable intermediate-grades pupils for researching, in a modest way, any number of historical topics. Through such experiences they learn elements of historical criticism in valid and stimulating ways.

The definitions of history offered above make it clear that a variety of history learning experiences are possible in the elementary school years. Unfortunately, neither the definitions nor the research tell us precisely what history content to convey. Additional information is needed in order to help us determine the content (facts, concepts, skills, and values) to teach at each grade level. Answers to such content questions come from a host of sources, including expert opinion, people's impressions of the needs of present and future society, the nature of today's school children, and the practical limitations of schooling such as the availability of local resources, limited budgets, and large class sizes. While the selection of content is best determined locally, general guidelines for methodology are summarized in the next section.

Children as Learners of History

Children are motivated and capable learners during their first decade of life. Even a casual inspection of the learning tasks they accomplish boggles the mind. Children learn a voluminous body of factual knowledge ranging from the names of many people and thousands of objects to "how to behave" in a variety of situations. They learn a substantial body of conceptual knowledge covering everything from fundamental concepts such as under, over, hot, and cold to relatively abstract concepts such as nouns, verbs, and fractions. Along with generalized rules of behavior and abstract rules of grammar and math, children also become acquainted with quite a number of basic values such as honesty and courage, and feelings of love, joy, and anger. Given this variety and depth of learning, who can doubt that the early years are fertile ground for the seeds of history? Indeed, school-based history lessons may contribute to all of the types of learning identified above.

Guidelines for selecting appropriate history learning strategies are shown in Figure 2. Based on research findings and expert opinions of child psychologists and educators, the chart matches developmental characteristics of children with implications for effective history instruction in the elementary school.

Figure 2
Selected Age-Related Characteristics of Child Development with Implications for History Instruction in the Elementary School

Age-Related Characteristics	*Implications for History Instruction*
Kindergarten/First Grade (Ages 5-6)	
Blends fantasy and reality; enjoys "pretend," dramatic play, and listening to stories; is interested in mythological time; identifies easily with story and television characters	Use role plays, first person presentations, and storytelling; utilize "Once upon a time" stories for concepts of the past
Thinks about the real, the touchable, and the present; remembers best what is learned through muscles; has little ability to generalize beyond concrete and close environment	Illustrate personal and family history with realia and persons who can visit the classroom; use artifacts and concrete items
Uses egocentric speech and thought; is oriented toward self, parent, and close peers; likes to hear and tell stories about him/herself which may be true or fanciful; shows little concern for group welfare	Capitalize on dictated stories of children on a daily basis
Sees causal events in time frame of yesterday and tomorrow; deals with no more than 1 or 2 causes; deals best with indefinite time references (e.g. after lunch)	Maintain records of daily events as history of class; point out simple cause and effect sequences such as "what was the first thing we did after the fire bell rang?"
Demonstrates limited ability to see other viewpoints; identifies with own gender and roles; shows little concern for group welfare	Provide readiness for cooperative group work; increase contact with elderly persons who can relate stories from the past in interesting ways
Invents and easily imitates; does not discover with the same degree of skill; enjoys making drawings to represent thoughts and feelings	Supply pupils with varied media (flannel, puppets) for expressing ideas and order of stories

Is unaware of how own behavior affects others; is impressed and influenced by older role models but may change frequently	Explore relations between causes and effects of role models' behavior, compare with pupils' behavior
Second Grade (Ages 7-8)	
Begins to see increasing causal relations; likes to collect; begins to group	Trace chains of "What if?" and "What happened then?" in children's recent experiences; gather and compare items, people, and events from history; focus on categorizing and labeling artifacts
Deals with events in the time frame of contiguous weeks; uses indefinite time references	Practice identifying sequences of future and past events within the time frame
Is increasingly aware of own attitudes and opinions; loudly proclaims rights and feelings; enjoys participating in groups; discusses with increasing skill	Schedule frequent small circle groups to discuss opinions and rights
Third Grade (Ages 8-9)	
Begins to understand rights of others; describes objects and events from others' points of view; starts to defend decisions based on a stated value; makes limited generalizations	Role play historical figures; do role reversals; discuss others' feelings, perspectives, and decisions; practice generalizing about situations and feelings
Displays more small muscle control	Begin using construction and art projects related to history (models, shadow boxes, costumes, and props)
Reads with increasing independence	Use simple biographies and historical fiction to support discussions and creative reports
Fourth Grade (Ages 9-10)	
Begins to use definite time references (states exact time of day, or day of the week, etc.); sees causal relations in time frame of contiguous months	Discuss past and future month's events using exact time references; re-enact different endings for personal and historical events; use pupils' life span (decade) to measure incremental steps to past

Shows improvement in large and small muscle coordination	Practice folk dances, crafts, and other pioneer skills; use art and model building to depict history
Begins to understand the power of communication; becomes increasingly aware of value of listening	Organize situations for language exchange (discussions, interviews, story sharing, and reading)
Is increasingly affected by peers; enjoys competition; begins to see motives and intentions as important	Discuss reasons for actions now and in the past; use motivational devices to foster friendly competition in reading historical fiction
Fifth Grade (Ages 10-11)	
Shows increased interest in factual and how to materials; begins to value things because of their age	Study and describe tools and techniques of the past; collect old objects and demonstrate their use
Likes to see own writing in print; begins to listen critically for errors and false claims; relates past to life span events; shows awareness of social value of persuasion	Do group research about specific events in history; plan simple debates on alternative interpretations
Grade Six (Ages 11-12)	
Begins to think abstractly and hypothetically; thinks and reads more critically; displays interest in historical sequence	Construct alternative and parallel timelines; prioritize importance of past events; debate issues by teams; discuss hypothetical results of history happening differently
Exhibits wide range of interests and skills; likes construction activities and hobbies; likes mystery and adventure stories; seeks independence in decision-making	Provide for independent research and construction projects in history; encourage personal responsibility for reasoned decision-making regarding the development and completion of projects

Shows effective verbal skills and the ability to use language to solve problems; seeks peer role models and approval; displays group loyalty	Use cooperative learning methods and peer leaders; debate issues in history; develop skits and historical simulations

Figure 2 shows that the potential of history instruction in the elementary school is much greater than commonly realized. History learning experiences can be tailored to match the age-related characteristics of all elementary-age children. These experiences can easily expand the existing conceptual content of commonly-used social studies textbooks.

Still another and more familiar source of opinion concerning appropriate history content for the elementary school is that represented in social studies textbooks.

The Role of History in Current Social Studies Textbooks

Publishers of nationally-distributed textbooks seek outstanding classroom teachers and teacher educators as key authors of their series. As a result, textbooks have the potential for reflecting the best thinking of expert educators in both content and design. Textbook companies respond to various State Department of Education guidelines which set many of the parameters within which books are designed. Textbook content is also influenced by the demands of special interest groups. Recently such demands have focused on the dearth of content treating religion and cultural values in most elementary and secondary social studies texts. Both areas have direct causal relations with exploration, migration patterns, conflict, cooperation, leadership, power, and other major concepts drawn from history.

The geography and economics of publishing also have limiting effects on history instruction. Most texts are directed at a national audience and, therefore, are generalized to the point of little or no reference to what is familiar to the elementary child. The high cost of publishing each page of the text is another factor, resulting in a limited survey at best. At the same time, the strong influence of the elementary social studies textbook in dictating objectives and content, in providing instructional materials, and in fashioning teaching strategies in most classrooms must be recognized and addressed if changes in history instruction are to be effected.

Teachers are well-advised to supplement their social studies textbooks (Cheney 1987). The use of computer-based simulations, historical fiction, feature television shows, and other resources can add much to the history learning of elementary-age pupils. Similarly, both content and process must be pursued in a balanced curriculum. This point was also made by such authorities as Lynne Cheney, John Goodlad, and Bill Honig in a recent publication of the Association for Supervision and Curriculum Development (ASCD *Update* 1987).

Even though the limitations of elementary social studies textbooks are substantial in the area of history, considerable educator expertise is represented in such programs. To capitalize on this knowledge, five recently-published elementary textbook series (Follett; Harcourt, Brace and Jovanovich; Laidlaw; Scott, Foresman; and Silver Burdett) were surveyed for their history content. The results of this study uncovered a shared characteristic of all—a schema based upon major concepts drawn from the social sciences. This conceptual plan of organization growing out of the "Era of the New Social Studies" of the 1960s meshed with the themes of the "Expanding Horizons" to dictate the content and sequence of skills. The concepts found most frequently in the elementary textbooks are shown in Figure 3.

Figure 3
Cognitive and Affective History Concept Clusters Drawn from Elementary Social Studies Textbooks

History Concept Clusters	*Grade Area Examples of Generalizations Relating to the Content Clusters*
ACHIEVEMENTS/CONTRIBUTIONS CHALLENGES/COMMEMORATION	(PRI) People are REMEMBERED for SPECIAL THINGS they do. (INT) When individuals or groups of people have met special CHALLENGES in the past, they have been honored or COMMEMORATED for their CONTRIBUTIONS. These contributions have changed people's patterns of living (the course of history).
CAUSE AND EFFECT/ALTERNATIVES AND CONSEQUENCES/SOLUTIONS	(PRI) Problems may have many CAUSES and many SOLUTIONS. (INT) With any problem, there are usually many CAUSES AND EFFECTS; its SOLUTION may best be found in considering several ALTERNATIVES and their CONSEQUENCES.
CHANGE (Cultural, Social, Physical, Technological)/ PATTERNS/PROGRESS	(PRI) I am CHANGING as I learn, play, and grow. (INT) PATTERNS of living CHANGE as a result of interactions with other people and their natural and technological environments. CHANGE may or may not lead to PROGRESS.

CHRONOLOGICAL ORDER/ SEQUENCE/TIME PERIODS/ CONNECTIONS TO PAST, PRESENT, AND FUTURE	(PRI) I remember things that happened in the PAST; I KNOW about things happening NOW; I can guess what will happen TOMORROW. (INT) The SEQUENCE or CHRONOLOGICAL ORDER in which events occur can be traced or connected through PERIODS of the past, present, and future.
CONFLICT/COMPROMISE	(PRI) People often settle their DIFFERENCES by TALKING about PROBLEMS. (INT) CONFLICTS in needs, wants, and ideals have been settled by COMPROMISE and wars.
CULTURAL HERITAGE	(PRI) The ways we look and act have come from our PARENTS and grandparents. (INT) Each person (and group of people) has his/her roots in the past; our CUSTOMS and physical characteristics are a result of our CULTURAL HERITAGE.
FREEDOMS/RIGHTS/JUSTICE	(PRI) We are often FREE to act as we choose if we are FAIR to others and ourselves. (INT) The FREEDOMS which give us the RIGHT to act without force are based upon JUSTICE and the fair treatment of all.
DECISION-MAKING/ RESPONSIBILITY	(PRI) We must think about our RESPONSIBILITY to others when we make CHOICES. (INT) With each major DECISION MADE, leaders have had to consider their RESPONSIBILITY to others.
INFLUENCE/LEADERSHIP/POWER	(PRI) Many LEADERS help us every day. (INT) LEADERS use varying POWERS to INFLUENCE people and achieve their purposes.
AUTHORITY/RULES/ INSTITUTIONS	(PRI) In our FAMILY and at SCHOOL we have rules to follow. (INT) People have always been guided by the AUTHORITY established through their social, religious, and political INSTITUTIONS.

While the concept clusters offer guidance in the selection of history content, the developmental characteristics of children must also be considered in content selection. Can elementary children really understand these conceptual abstractions? Much, of course, depends on the selection of concrete, hands-on manipulative materials and the skills involved in extracting ideas from them.

Essential Skills and Content in History Instruction

A review of children's developmental characteristics and their implications for history instruction (Figure 2) shows the importance of emphasizing active and personalized involvement. This emphasis provides an avenue for developing a broad range of intellectual and social skills as a part of history instruction. One popular scheme for organizing such skills was presented in the April 1984 issue of *Social Education*. This statement divided social studies skills into three major categories: 1) Skills Related to Acquiring Information (reading, study, and reference and information search skills); 2) Skills Related to Organizing and Using Information (intellectual skills involved in classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating information and decision-making skills leading to making reasoned decisions and appropriate action); and 3) Skills Related to Interpersonal Relations and Social Participation (personal, group interaction, and social and political participation skills). A similar scheme, appearing in Figure 4, has been used to develop and classify the history lesson plans which appear in Chapters Three through Eight.

Figure 4
Skill Clusters for Acquiring Basic History Concepts

Skill Clusters	*Related Subskills*
THINKING AND INQUIRY SKILLS	Observing, describing recalling, comparing, grouping, classifying, analyzing, interpreting, inferring, generalizing, hypothesizing, predicting, evaluating, and synthesizing history-related data gained from a variety of experiences and information resources
VALUING SKILLS	Examining values different people have possessed and reasons for these values; participating in the valuing process of making reasoned choices based upon identified criteria, alternatives, and consequences
SOCIAL PARTICIPATION SKILLS	Empathizing with other points of view and roles; contributing to group work and class activities
STUDY AND RESEARCH SKILLS	Locating, collecting, organizing, verifying and reporting history-related information.

Figure 4 provides a four-part division of skills which may be readily incorporated into the content of history learning experiences of students in the elementary school. The reader who examines the sample history lessons provided for each grade level in the remaining chapters will find a strong integration of all of these skill clusters in the content and activities which are recommended. The lesson plans and activities can help teachers enrich the content of history in the elementary school curriculum. The lessons provide opportunities to supplement the existing textbook-based curriculum with active learning experiences in history.

Implementation of History Lessons in the Elementary School

History lesson plans for kindergarten through grade six have been developed in order to stimulate teaching which exploits the full potential of children as history learners. The plans are based upon the research, theory, and curriculum imperatives reviewed in Chapters One and Two. In using the plans, teachers will find that little emphasis is given to the memorization of dates, names, events, and places. Instead, the lessons provide a variety of hands-on history learning experiences, make frequent use of local history resources, and directly involve pupils in interpreting, researching, and personalizing history.

The history lessons are designed to be compatible with major publishers' elementary social studies texts by using the history-related concepts and skills identified in Figures 3 and 4. Each lesson plan focuses on one or more of the major historical concept and skill clusters. The activities are based on commonly-available resources or ready-to-use reference sheets. Action-oriented learning experiences discourage passively "reading the chapter and answering the questions at the end." Each lesson is designed to be self-contained but is more properly integrated into the ongoing curriculum for purposes of stimulating interest and participation and for reinforcing historical content and skills. Most strategies are flexible enough to be used at varying grade levels simply by adjusting the topic focus. Teachers are encouraged to read all the history lessons and to adapt them to specific needs for making history come alive, indeed for enlivening the entire social studies program.

CHAPTER THREE

Kindergarten and First-Grade History Experiences

The social studies topics of kindergarten and first grade cover broad socialization goals and help children gain a greater awareness of themselves from a number of perspectives. Although there are substantial differences between children in kindergarten and first grade, history learning experiences for both grades are treated in this chapter. This approach has been elected due to space limitations, the non-mandatory status of kindergarten in some states, and the shared focus of themes in kindergarten and first-grade social studies (Jarolimek 1986, 11; Martorella 1985, 15).

In kindergarten much time is typically spent learning letters of the alphabet, numbers, colors, and appropriate responses to the demands of schooling. Many teachers also attempt to work on self-concept, supplying instruction which helps children identify their physical characteristics, likes and dislikes, feelings, and place within the group. The kindergarten child is highly curious and genuinely interested in pleasing the teacher. An indicator of the child's intellectual development is shown in his or her newly developed ability to enjoy jokes, riddles, nonsense songs, and poems (Hildebrand 1986). The content of the existing curriculum and these abilities create multiple opportunities for the meaningful use of history in the kindergarten classroom.

An abrupt change from the semi-structured preschool environment of kindergarten to "real" school often marks the transition to first-grade. Pupils are expected to be ready for school learning and fully capable of focusing their attention on the demanding and sometimes tedious work of learning to read, write, and calculate. The classic half-day kindergarten program gives way to workbooks, readers, real grades, and sometimes a special period of the day for social studies. The lives of the individual child and his or her family form the focus of kindergarten and first-grade social studies. Fortunately, these topics and other aspects of the existing kindergarten and first grade curriculum present a broad range of history-based learning opportunities.

Goals for History Instruction in Kindergarten and First Grade

The goal statements which appear below represent generalized expectations for a majority of children. The life circumstances and experiences of individual children naturally vary. As a result, no individual child should be penalized for failing to achieve the precise goals identified below. The child in kindergarten or first grade who is unable to achieve these goals should be capable of demonstrating equally significant history-related knowledge, skills, and values within his own experience.

Kindergarten children should achieve the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Recognize ways that they and their classmates have changed over time (Change; Achievements/Challenges).
- Describe events from the past or future using a time frame of at least a single school day (Chronological Order/Connections to Past, Present, and Future).
- Recognize the ideas that "everything comes from somewhere" and that "everything has a history (Cause and Effect; Change).

Skill Goals. Pupils are expected to

- Order events experienced during the day in their proper sequence (Sequence/Chronological Order).
- Differentiate between a correct and an incorrect narrative account of an event they have witnessed (Thinking and Inquiry Skills; Study and Research Skills).

Value Goals. Pupils are expected to

- Increase their sense of well-being by learning the sequence of events which take place at home and school (Sequence; Freedom; Change).
- Show a positive attitude toward learning about their own and classmates' pasts (Valuing and Social Participation Skills).

Children in first grade should achieve the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Know the names of places where they have lived or visited during their lifetime (Achievements; Change).
- Recount events from their (family) history using concrete artifacts such as photographs to aid the telling of their story (Heritage; Social Participation Skills).
- Know that they have a personal history and that their history is related to the histories of significant others within their lives (Heritage; Influence).
- Know the names of and simple facts about at least two prominent figures from history (Achievements/ Commemoration; Institutions/ Authority). (We have elected not to identify the names of individuals or the facts which must be known feeling that to do so would prove to be quite cumbersome as the list grew in size and complexity with each grade level. In addition, we recognize that children from different subcultures might legitimately learn about different "prominent" individuals and we did not want to limit such diversity.)

Skill Goals. Pupils are expected to

- Describe the sequence of events for a typical day in their lives (Sequence/Chronological Order).
- Identify events which are anticipated within the next day (Thinking Skills; Chronological Order/Connections to Future).
- Show the ability to identify cause-and-effect relationships within the family environment (e.g. the stove wouldn't work so the family had a cold dinner) (Cause and Effect; Alternatives and Consequences).

Value Goals. Pupils are expected to

- Show respect for their own past accomplishments and that past accomplishments of others within their family or school group (Contributions/Commemoration; Social Participation Skills).
- Recognize evidence of friendship and love they have experienced in their (family) lives (Valuing Skills; Social Participation Skills).

Improving the Existing Curriculum with History

As is clear by now, the content of the social studies program in kindergarten and first grade is centered around the study of the child and his or her family. Too often this study is restricted to a virtual "prison-of-the-present." This arbitrary restriction to the present artificially limits the learning and excitement which the social studies program can provide and either prevents or retards the attainment of the goals identified above. Children in kindergarten and the first grade are intellectually ready and quite eager for certain types of history learning experiences.

History instruction should be an integral part of the social studies program. Children should learn about their own past and the past of their family. (We realize that a number of children may come from situations which do not easily support an investigation of the past. All children have a past, biological parents, and the equivalent of a family. In cases where a child's personal past is deemed to be so terrible that it should not be revealed, we hope that appropriate alternative instruction will be provided and that measures will be taken to protect the child at risk from psychological or social damage.) The focus of self and family histories should be on the positive and common experiences of the children in the room. For example, the pupils should learn that all parents were once young first-graders just as they are right now. Beyond this, children should see, preferably with a sequence of photographs from several families, that their parents progressed through school and life much as they are (and will be) doing. Several parents might, for example, come in and share pictures of themselves when they were very young. In the first grade, when children are investigating the histories of their own and classmates' families, they should also be introduced to families which lived long ago. In going back into history, it is best to ignore precise quantification of time and settle instead for such generalities as "long ago," "very long ago," "the oldest," "the first," and so forth. In other words, it is appropriate to indicate the relative chronological position of the families you study, telling which came first and which came next, without trying to convey the significance of the precise dates to which the historical portraits are fixed. Nevertheless, characteristics which show the relative age of a period may be stressed, and the individuals and/or families should be placed in proper order.

Studies of the child and his or her family should make it clear that all people have histories. Personal histories are usually marked or communicated by reference to events, places, periods, and relationships. Pupils should be led to see the common elements in the personal and family histories of their classmates as well as to recognize the diversity and uniqueness of each individual's experiences. Children should learn that everyone "comes from somewhere" and has a history. The fact that some people's history is longer than others is due to history being either ignored or permanently lost.

In retreating farther back into family history, it is important to maintain some links to the pupils' experience. These links may be psychological, geographical, or hereditary. Psychological links can be established by stressing common experiences and by drawing analogies between the strange and the familiar. Geographical links are established by studying historical families which have come from the child's same or a nearby community. Hereditary links are best represented when an older adult is able to communicate personal knowledge of the historical family being studied.

The power of history can easily be extended beyond the established social studies curriculum. Spelling, reading, and other areas of the language arts all provide openings for the sensible use of history. The fact that the alphabet is more than a utilitarian symbol system designed for communication may be shown by history. Children can be introduced to the idea that letters and words have histories of their own. A few well-prepared lessons can illustrate this point for a selection of letters and carefully-chosen words. A comparison of contemporary and old-time expressions can be great fun and illustrate at the same time how things change.

Sample Lessons

LESSON PLAN 1. Picture History of My Day

TOPIC: How can the history of my day at school be captured and shared?

PREVIEW: Kindergarten and first grade children often have trouble communicating the content of their day to others. Knowing, remembering, and communicating "what happened to you" during the day are important hallmarks of maturity. Children enjoy sharing information about their day. In addition, they gain a sense of well being and perspective by remembering the events of their day.

CURRICULAR CONNECTIONS/INTEGRATION: Language arts (communication skills); Thinking skills (sequencing events).

OBJECTIVES: As a result of this lesson, pupils will

- Develop a formative and intuitive definition of history (Understanding of Past, Present, and Future; Thinking Skills).
- Correctly sequence events which occurred during their day (Chronological Order/Time).
- Accurately describe events in which they participated during the day (Achievements/Contributions; Thinking Skills).

SUGGESTED TIME: Several weeks (repeat this activity for all children in the class).

MATERIALS/RESOURCES: Polaroid camera; supply of film; cassette recorder and several tapes (optional); bulletin board (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Begin this lesson by asking the children if they ever talk with their parents about what they do at school each day. Accept responses and ask if they ever have trouble remembering what happened. (If you fail to get positive responses to this question, ask several children to name what they had for their most recent breakfast or dinner to expose the natural tendency to forget.)

Tell the pupils that you are going to help them record and remember what they do in school each day so that they can do a better job of telling their parents exactly how their day went.

Developing the Lesson. On the first day of this activity have an aide or parent come in and periodically take photographs while you are teaching. Stress to the pupils that you want the pictures to be as natural and normal as possible so they will show "what really happens" at school each day. (Do not allow the photography to disrupt the classroom routines.)

Toward the end of the day, after the pictures have been taken, go over them and describe what they show. Place the photographs in correct order (time sequence) along the chalk tray or a specially prepared bulletin board which shows the hours and half hours for the entire day. Tell the pupils that the photos and your narrative form a history for the day. (See if anyone has heard the word and try to develop a working definition for what it means.)

Point out that the pictures don't show everything that happened and ask the class to name some things that aren't shown. Tell the pupils that the pictures are expensive, and that they will probably not have as many photographs taken of their day. (You may wish to demonstrate how the "story" of the day might be altered by omitting certain photographs.)

Closing the Lesson. Close the lesson by placing a subset of the pictures on chart paper. Have the pupils help you write simple descriptions and tell the class that you will take these home to share with your family or friends.

Tell the pupils that each day you will pick one of them to photograph so they, too, can have a "picture history" of a day in their school life. Ask the pupils to take the pictures home to share with their family. As additional pupils are photographed, ask those remaining to think about what they would like their pictures to show and encourage daily discussion and sharing by the "featured figure."

EVALUATING THE LESSON:

Key questions for pupils.

What is history, what does the word mean, or what are we talking about when we are talking about history?

Using the pictures we took, can you tell us about your day?

If I mix up the order of the pictures can you put them back in the correct sequence?

ALTERNATIVE TEACHING SUGGESTIONS:

In addition to photographing the pupils, "document" the history of each day with a tape recording. Contrast the type of information provided by the pictures and the recording.

Modify this activity to focus on group photographs of "big events" during each day for a week. Discuss which events will "become history" by being photographed. Take the pictures and write captions and descriptions. Review the history of the week each day. At the end of the week select only a few of the pictures "to remember the whole week by." Try repeating the process for a second and third week if interest permits.

Make a checklist bulletin board of pupils who have been featured figures of the daily history project and post their photographs next to their names.

Reduce the amount of film required and increase classroom friendship by photographing the children in pairs.

Ask the parent-teacher association/organization to help support this activity by purchasing the film, or ask the children's parents to donate a packet of film for their child's picture history.

LESSON PLAN 2. Birthday History

TOPIC: What similarities exist in the birthday histories of you and your classmates?

PREVIEW: Kindergarten children are very proud of their growth and development. They often enjoy looking back at old family photographs which show their past birthdays. This activity has the children compile a birthday history book and compare it with those of classmates.

CURRICULAR CONNECTIONS/INTEGRATION: Language arts (communication skills).

OBJECTIVES: As a result of this lesson, pupils will

- Recognize their past development, pointing out physical changes which have occurred over their life (Achievements/Challenges; Change; Study and Research Skills; Chronological Order)
- Identify similarities among the pictures of their own and classmates birthday histories (Thinking and Inquiry Skills; Social Participation Skills)

SUGGESTED TIME: Approximately five class periods.

MATERIALS/RESOURCES: Construction paper; a note for home describing the project and asking for photographs of each birthday; tape; paste; or staples.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Show the pupils pictures of your own birthdays for the years one through six. Point out such things as how you grew, how the type of presents changed, and how the setting changed from a crib or walker to a high chair to scenes allowing for more mobility and skill. (An alternative would be to share pictures of one of your own children if you are a parent.)

Tell the pupils that they, too, have grown and changed with the years, and that they will be making birthday histories of their own in the next few days. Send home the note which describes the activity and requests photographs of each birthday.

Developing the Lesson. Pass out a single sheet of construction paper (use the same color for everybody) and have the pupils tape their first birthday photograph to it. Have the pupils write their names on the paper and the numeral one. Select one or two photographs and describe them to the rest of the pupils. See if the other pupils can find similar things in their photographs. Put the photographs on a bulletin board along with the year the pictures were taken and a phrase such as "When these pictures were taken we were all just babies."

Repeat this procedure with pictures for the remaining birthdays using different colors of construction paper. Stress the similarities and the changes which are shown each year. Use the words "history" and the "past" to refer to the pictures.

Closing the Lesson. Close this lesson by talking about what the whole bulletin board shows. Have the children come up and collect their pictures making sure that all of one color/year is taken down before the next year is collected. Help the pupils staple their booklets together and make a cover saying "My Birthday History."

EVALUATING THE LESSON:

Key questions for pupils.

What were you like when you were a one (or two, or three, etc.) year old? Could you walk? talk? draw a stick-man? or get your own cereal in the morning?

How were you like your friends when you were one (or two etc.)?

ALTERNATIVE TEACHING SUGGESTIONS:

Involve parents to a greater extent by having them provide a brief description of the scene for each birthday.

Illustrate each birthday by displaying an assortment of toys which the children received.

LESSON PLAN 3. Change in the Family

TOPIC: How do families grow and change over time?

PREVIEW: Just as individuals and places have histories, families have histories, too. This lesson helps the child gain a broader focus on how time has changed and will continue to change the character of his or her family.

CURRICULAR CONNECTIONS/INTEGRATION: Language arts (communication skills); Development of self-concept; Thinking skills (cause and effect relationships).

OBJECTIVES: As a result of this lesson, pupils will

- Recall the origin of their present family unit (Heritage; Commemoration).
- Identify the changes which have occurred in their family since its origin (Change; Research Skills).
- Describe probable ways in which their family will change within the next few years (Connections to the Future).

SUGGESTED TIME: Three to five class sessions.

MATERIALS/RESOURCES: A note home to parents informing them about the lesson; photographs and memorabilia from the teacher's family history.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Ask the pupils to name some things that grow or change as they become older (plants, people, etc.). Tell the pupils that just as these things grow and change over time, families do, too. Tell the class that you are going to show them how families grow and change by sharing the story of your own family's history.

Developing the Lesson. Share the history of your family, beginning with an event such as the meeting or marriage of your parents. If possible, show a photograph of where your family lived and point out its location on a map. Show changes in your family represented by new children (including yourself), moves to new homes, or other developments. Explain that the photographs and events you have chosen show part of the history of your family.

Ask the children if they know anything about how their own families began. Tell them that in the next few lessons they are going to learn about their own family's histories. Explain that all families grow and change over time and see if the pupils can name some of the ways in which change occurs. (For example, new children arrive, parents divorce and remarry, a move occurs, older children leave for college or work, etc.) Once these are listed on the board, have the pupils help you form questions such as the following on the board:

Has our family ever lived anywhere else?
What were things like before I was born?
What were things like before any of us were born?
Are there other big changes our family has had?

Help the pupils "tailor-make" their list of questions to suit their own family situation. Send the papers home with a note which explains the project and urges parents to help their child understand their family history. Urge parents to use photographs or other means of making the history of the child's immediate family more understandable and real. Encourage parents to help the children write short answers to the questions they have brought home and illustrate these with pictures if possible.

When most of the pupils have gained the historical information about their family, meet with groups of four to five pupils to share their stories. Stress that everybody and every family has a history, and that although there are certain similarities among many of them, that each is unique and valuable in its own way. Conclude that our history helps us know more about who we are and why we act, think, and live as we do.

Closing the Lesson. Praise the class for finding out about their family histories. Point out that as time goes on that their families will continue to change, and that new history will be written.

Conclude the lesson by discussing with the children what they think things will be like in six months, one year, two years, four years, and eight years. Encourage the pupils to talk with their parents about the future of their family and the changes which are anticipated. As individual pupils gain information about their family's future, share this with the class to encourage others to do likewise.

EVALUATING THE LESSON:

Key questions for pupils.

What are some things that you know about your family history?

What things have changed in your family since you were born?

What changes are likely to happen in your family in the future?

ALTERNATIVE TEACHING SUGGESTIONS:

Certain children may have difficulty completing this lesson due to family circumstances which are too painful to discuss. These children may be encouraged to learn about others who have grown and led productive lives despite having atypical family circumstances. Organizations such as Boys Clubs, Big Brothers and Big Sisters, and local church groups may be helpful in identifying role models for such children.

LESSON PLAN 4. Family Heirlooms: Tangible Connections to the Past

TOPIC: What kinds of things do families keep and what do these things tell us about our ancestors?

PREVIEW: First-grade children are just beginning to learn about the relationships which exist between the immediate and extended family. They are often curious about grandparents, great grandparents, and other "old" relatives whom they never had the chance to meet. This lesson uses family heirlooms to help the pupils gain a sense of their family history.

CURRICULAR CONNECTIONS/INTEGRATION: Science (technology and society); Language arts (communication skills).

OBJECTIVES: As a result of this lesson, pupils will

- Describe the family tree connections between the original owner of a family heirloom and their present family (Research Skills; Heritage; Connections to the Past).
- Tell about the use of the heirloom both in the past and the present (Social Participation Skills; Commemoration).
- Describe some of the characteristics of the times from which the heirloom came (Thinking Skills; Time Periods; Change).

SUGGESTED TIME: One to two weeks (varies with class size and time allotted to sharing).

MATERIALS/RESOURCES: Heirlooms from the children's homes; photographs of the people who owned the objects (optional); a safe storage place; a secure area of the classroom for sharing; old fashioned hand-cranked ice cream maker; ingredients for old fashioned ice cream.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Bring in a few interesting objects from your own family's past. Share the objects with the class, describing why you have kept them, how they are different from their modern equivalent, and the name and picture (if possible) of the relative to whom they belonged. Draw a family tree on the board showing your connection to the relative.

Tell the pupils that you suspect they, too, must have some family heirlooms at home. (Explain the meaning of the word and write it on the board.)

Developing the Lesson. Send home a note explaining the nature and purpose of the activity. The note should ask parents to help their children identify objects which have been handed down from previous generations. Items which have been hand made or which held particular significance to the life of a relative are the best. Have the parents tell the story of the object to their child. If possible, arrange to have the parent present on the day their heirloom is to be shared. Ask the parent to help their son or daughter diagram the family tree connections showing the relationship of the original owner to the present family. If appropriate have the use of the object demonstrated and see if it is possible to describe some of the conditions of the society during the time.

Plan to have several children share their heirlooms on the same day.

Closing the Lesson. On the last day of sharing, bring in an old fashioned hand-cranked ice cream maker and make ice cream. Have the pupils help mix the ingredients and turn the crank. Invite the principal for some ice cream.

EVALUATING THE LESSON:

Key questions for pupils.

What were some of the family heirlooms our parents kept, and why did they choose to keep them?

Tell us about the family relationship for your own family heirloom?

What was life like back in the past when the heirloom was originally used, and how are things different or the same today?

ALTERNATIVE TEACHING SUGGESTIONS:

If space, security, and safety conditions permit, create a classroom museum of family history.

LESSON PLAN 5. Grandparents' History Day

TOPIC: How can the children's own grandparents help connect them to the past?

PREVIEW: The grandparents of the children in each class form a rich pool of information about history. This lesson describes how to tap this source of personalized historical information to capture the imagination of children.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (communication skills).

OBJECTIVES: As a result of this lesson, pupils will

- Recall specific facts about the personal life story of a grandparent (Research Skills; Achievements/Commemoration).
- Identify similarities between the personal history of the grandparent and their own experience (Thinking Skills; Connections to the Past)

SUGGESTED TIME: One or more class periods depending upon level of grandparents' participation.

MATERIALS/RESOURCES: Grandparents as resource persons; refreshments; transportation (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Identify children in your room who have a grandparent living nearby and send home a note describing your interest in having these special people visit the class for refreshments on Grandparents' History Day. Ask that each grandparent bring some photographs taken when they were very young (as close to the age of the children in the class as possible), and recall a story about his or her life when he or she was very young. Suggest that the stories center on their first school experience, the celebration of a holiday, an exciting experience they had, or some other memorable incident in early life.

Developing the Lesson. On the day that the grandparents arrive, have the class members serve refreshments and sit in small groups with one or two grandparents. Discuss with the pupils beforehand the importance of being good listeners and cordial hosts. Prepare the pupils for the types of stories the grandparents are likely to tell and ask them to listen carefully to their guests.

Monitor the groups for appropriate behavior and help the grandparents involve the pupils by listing the following questions on the board:

"Have you ever had anything like this happen to you?"
"How was the past different from the way life is now?"
"How is the past similar to the way life is now?"
"How were families different back then?"

Closing the Lesson. After the grandparents leave, hold a whole-group discussion of what was learned. List the pupils suggestions on the board. Ask the pupils to complete the statement: "We learned about..." Help the pupils write thank-you notes to their grandparent guests. Include some information in the thank-you note about what they learned.

EVALUATING THE LESSON:

Key questions for pupils.

What were the kinds of experiences which the grandparents had?
How are the experiences of our grandparents similar to or different from our own?

ALTERNATIVE TEACHING SUGGESTONS:

You may want to record the small group sessions with the grandparents. This may then be played back later to review what each group learned.

Photograph each guest and his or her hosts. Make a language experience booklet about the day, displaying the photographs and pupil-dictated stories about what each guest said. Display these booklets for an open house on a bulletin board entitled "We Learn about Our Heritage."

Additional Activity Ideas

1. Ask the children to interview their parents about the oldest objects which are in their house. Have them write down the name of the object, how old it is, and why it is being kept.

49

2. Create "What do you know about...?" books which tell the story of how things around the home "got started." Topics might be such things as irons, beds, washing machines, televisions, clothing, and housing. Have the pupils work with their parents to "research" and write their histories.
3. Have an antique or junk shop dealer bring in some old items used around the house such as old kitchen appliances, vacuum cleaners, and push lawn mowers. Let the children experience using these items and discuss how things are different now.
4. Have an antique doll collector bring in an assortment of their collection. Talk about how the dolls are dressed and see if the children can describe how these old dolls are different or similar to the ones available now.
5. Have an old fashioned dress day where everyone wears clothes from long ago. Give parents plenty of advanced notice and let them pick the period which will be represented. Have the children bring something old to school and show an old movie or play some old records to help portray the past.
6. Make ice cream the old fashioned (family) way. Talk about other foods which were made at home such as butter, canned fruits, and vegetables.
7. Help you pupils develop their abilities to describe events by having a pupil perform a series of three to five simple directions while being carefully observed. (For example, a pupil might go out of the room, knock to come back in, re-enter the room, and then write his or her name on the board.) See if the pupils can correctly report on the pupil's behavior. Check to see if different pupils have different accounts of the behaviors which were observed.
8. Play a more complex version of the behavior reporting described in number seven by having the pupils draw and read behaviors to be performed from a deck of behavior cards you've made up. Try immediate reports and then lengthen the delay before the initial report to see if this affects the accuracy. Ask for a second report on the behavior much later in the day to see if anyone can still remember the events.

CHAPTER FOUR

Second-Grade History Experiences

Most second-grade pupils have become accustomed to the daily routines and behavioral expectations of school. Many, if not most, have developed the beginning reading skills needed to decode words and gain meaning from simple sentences and stories. The typical curriculum in reading, language arts, and mathematics demands frequent skill exercises and constant review of previously covered material.

Children who have gained a working command of the "three Rs" curriculum thrive as the year unfolds. School programs, friends, and high interest activities play a part in sustaining their enjoyment of schooling. There is little doubt that success in the "three Rs" is a central factor in making the school experience pleasant.

Those who have failed to master the beginning concepts and facts of the typical "three Rs" curriculum struggle to adjust to their circumstances and maintain their self-esteem. These children often admit that they could do without the reading circles, language arts dittos, and math workbooks. Their interest in school may be based largely on school programs, friends, and the occasional activity which captures their interest without threatening to reveal their painful deficits in the "three Rs."

Social studies and science activities offer the best opportunities for learning experiences which capture the interest of both slower and faster pupils. Age-appropriate content of these subjects is inherently interesting and may be taught in ways which accommodate the varied reading, writing, and mathematics ability of all children in the classroom.

The second-grade social studies program is often centered around the study of the school and neighborhood. The study of the school may be restricted to the pupil's own school or include a comparison between the pupil's school and one depicted in the textbook. The study of the neighborhood often includes beginning instruction in maps and the seemingly ubiquitous unit on community helpers. Not surprisingly, the second-grade social studies curriculum may completely ignore the historical roots of both school and community.

Goals for Second-Grade History Instruction

The goal statements which appear below represent a generalized set of learning expectations for the average second-grade pupil. Children with much higher- or lower-than-average ability may exceed or fail to reach these goals. In addition, a child of normal ability with a vastly different background of experience may also have difficulty achieving these goals.

Second-grade children should achieve the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Know basic information about the history of the school and neighborhood (Institutions).
- Describe real events from the past or anticipated future using the time frame of at least a single week (Connections to Past, Present, and Future).
- Know the names of at least six prominent men and women from history and simple facts about their lives (Achievements/Contributions/Commemoration).
- Recognize and offer reasons for changes which have occurred in their school and community over the years (Change/Patterns/Progress).

Skill Goals. Pupils are expected to

- Correctly sequence a series of experienced events to form a history for an entire week of school (Chronological Order/Sequence).
- Show the ability to locate and use historical information related to the school and community (Study and Research Skills).

Value Goals. Pupils are expected to

- Demonstrate respect for the achievements of individuals in the school and neighborhood (Commemoration; Valuing Skills).

Improving the Existing Second-Grade Curriculum with History

The growing academic skills, increasing experience, and developing cognitive abilities of second-grade pupils offer a solid platform for the use of history in the study of the school and neighborhood. The budding skills, energy, and natural curiosity of second-graders are appropriately applied to further learning about the heritage of their school and local community.

Schools often have a richly-documented history and an ample body of former pupils and retired teachers who are willing to report their experience. Yearbooks, old trophies, and other physical evidence of the past form a trail of history which leads back to the school days of parents and older siblings. Old textbooks and outdated learning equipment offer insights into classroom life of the past. The evolution of the school through decades of wear and development may form a vivid, living bridge to the history of the neighborhood and local community.

The history of the local community or neighborhood is also a rich and easily-tapped resource. Although the length and evidence of the past may vary, all neighborhoods and local communities have histories which help us understand not only our own historical roots, but also why present things are like they are. Children who miss the many opportunities to connect with their own history have an unnecessarily narrow view of who they are, where they live, and the significance of their way of life. The lessons which follow demonstrate how to use the resources of the school and community to help achieve these goals.

Sample Lessons

LESSON PLAN 1. Stand Back! (We're Making History Here!)

TOPIC: Documenting the weekly history of the school.

PREVIEW: Few people, let alone second-grade pupils, realize that they are a part of history and that they can contribute to what will be remembered by future generations. This activity involves second-graders in documenting the history which is happening in their school. By doing so, it helps the pupils gain first-hand experience with some of the processes of history.

CURRICULAR CONNECTIONS/INTEGRATION: Mathematics (graphing); Language Arts (writing, reporting); Thinking skills.

OBJECTIVES: As a result of this lesson, pupils will

- Describe history as a record of past events (Achievements).
- Recall selected events of the week in their correct chronological sequence (Chronological/Order/Sequence).
- Collect, organize, and report data to be considered in writing the week's history (Study and Research Skills).

SUGGESTED TIME: One week.

MATERIALS/RESOURCES: Access to school personnel and information, a cassette recorder and Polaroid camera (optional).

SUGGESTION FOR TEACHING THE LESSON:
Opening the Lesson. Ask the pupils to describe what the word "history" means. Accept their answers and elaborate on those which are most accurate. Ask the pupils if they have ever been a part of history. Explain that they are a part of the history of the school and that they can have an influence on what is remembered.

Developing the Lesson. Ask the pupils what they can remember about the history of the past week and list their memories on the chalkboard. As the list grows longer, suggest that some of the items they remember are more important than others; that some "tell more" about the history of the week than others. Tell the class they are going to do a project designed to capture the history of the coming week and that in order to do this they will need to become reporters, interviewers, and data collectors.

Explain that reporters must be "on the spot" to describe any event which happens during the week. (You might want to simulate a playground accident and have one or two reporters collect the Who, What, When, Where, Why, and How of the accident.)

Explain that interviewers will go to the principal, teachers, and staff in order to find out what they would like to have remembered about the week. These might be such things as announcements they will make, policies which are changing, equipment which has been recently purchased or repaired, new personnel, or other information about important events in the lives of the people at the school.

Explain that data collectors must obtain and record information about attendance, hot and cold lunch count, illness, numbers of thefts and losses reported, number of discipline cases handled, and number of classes held in each subject area. Help the pupils see that this information tells a lot about the character of the school and aid them in graphing it.

Work with each of these groups to make sure they understand their tasks. Ask the principal to announce the project and help arrange the work of the reporters, interviewers, and data collectors.

If a camera and a recorder are being used, train selected pupils in their proper use.

Closing the Lesson. As the week unfolds, make sure that the pupils have sufficient time to perform their tasks. Insist on high quality work, including accuracy in all facts. Make sure that the class does not forget to report its own events and data.

On Friday, discuss the historical information which has been gathered. Help the groups to re-copy, edit, sort, and organize the data they have collected. Stress that their activity has helped to capture the history of a week in the life of the school. Inform the pupils that they did such great work they actually collected too much information and that some of it must be "left behind and forgotten" since the history for the week can not include everything. Seek the opinions of the pupils regarding what should be dropped and what should be retained and placed into the history of the school. When the selection has been made, tell the class that you will "write the history" of the week over the weekend using their data.

"Publish" the history the following Monday by distributing it to the entire school.

EVALUATING THE LESSON:
Key questions for the pupils.

What is history? (Rephrase if necessary.)

What were some of the things that happened last week?
Which things happened first, second, etc.?
How are (were) you a part of history?

ALTERNATIVE TEACHING SUGGESTIONS:

Work with the teacher of an older class to help the pupils with their reporting, interviewing, and data collection tasks.

Repeat this activity for several weeks in a row to gain a greater picture of the school's history.

Form a history club which performs the tasks and "writes the history" of the school.

LESSON PLAN 2. Yearbook Time Travels

TOPIC: How can we use old yearbooks and former pupils to "relive" a week in the life of their classroom from the past?

PREVIEW: All schools (except brand new ones) have a history which past pupils, teachers, and staff can remember and communicate. This lesson shows how pupils can use copies of the old yearbooks and capitalize on memories of former pupils to experience history first hand.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading and interviewing); Mathematics.

OBJECTIVES: As a result of this lesson, pupils will

- Investigate and experience a period of their school's history (Thinking and Inquiry Skills; Connections to Past).
- Verbally relate information about events or characteristics of the period which is portrayed (Study and Research Skills; Time Periods).
- Define oral history and use it to learn about their school's past (Cultural Heritage).

SUGGESTED TIME: One week.

MATERIALS/RESOURCES: Old yearbooks, old textbooks, old equipment, old clothing, old bulletin board visuals, old movies, old newspapers, and former pupils. (Try to involve the historical society volunteers if possible.)

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. On the Friday before the week of your simulation, tell the class that you've decided that some time travel would be fun. Describe your plans for "turning the clock back" in your room. Explain that you have picked a period from the past and that you intend, with their help, to relive a week of school substantially as it would have happened during that time.

Developing the Lesson. Show the class old yearbooks and textbooks from the period you wish to relive. Point out the differences in dress, hair styles, room equipment, and decorations. Tell the pupils that during the coming week, you will want each of them to dress and look as much like the children in the picture as possible. Have the class help compose and copy a note home to parents which explains why they will want to wear old fashioned clothing. (A more formal note which solicits participation and further explains the learning experience should also be included.)

Work with volunteers to re-decorate the room over the weekend. Remove current textbooks, bulletin boards, equipment, and other evidence of the present, and replace it with materials from the past.

Simulate the methods and curriculum of the period beginning with the first class period on Monday. Try to increase the mood of being in the past by avoiding contact with contemporarily-dressed schoolmates, restricting the use of modern toys, and generally ignoring intrusions which could not or would not have happened during the period.

Invite guests who experienced the period of history to come and relive their memories. Help the pupils interview the guests regarding special events which occurred and how things were usually done in the classroom being simulated. Ask each of the guests, now that they are older, what they would change about their past experience in the room. (Ask these guests to dress as an adult would have during the period. Spread the resource people out so the pupils have an opportunity to get to know each of them.)

Closing the Lesson. Toward the end of the week begin to reflect on the experience. Ask the pupils how they like the older books, the different schedule, the older equipment, and old fashioned clothing. Point out that all of this was "as brand new as can be" to the children who occupied the classroom years ago. See if the pupils can describe how the past life of the school was different or similar from the present. Take a class picture in your altered environment and compare it with the yearbook pictures studied earlier.

Conclude the experience by returning the room back to the present on Friday afternoon.

EVALUATING THE LESSON:

Key questions for the pupils.

What was your classroom and school like years ago? How was it different from today? How was it similar to today?

What is oral history? What kinds of things do people tend to remember about the past?

How does it feel to live or experience a period of history?

ALTERNATIVE TEACHING SUGGESTIONS:

In some school districts space and support may be available to create one or more "history classrooms" which can be used by all of the districts' pupils on a reservation basis throughout the year. Depending upon resources, districts might consider creating a primary and intermediate grade level history classroom for two widely-spread periods such as the 20s and 50s. If possible, this project should be undertaken as a cooperative venture with the local historical society.

LESSON PLAN 3. Neighborhood Architecture

TOPIC: What clues about history can be gained from the different building styles in our neighborhood?

PREVIEW: Most second-grade pupils are hearty walkers and interested observers. This lesson describes how to use local architecture to unlock some of the history of your neighborhood.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts; Geography (mapping).

OBJECTIVES: As a result of this lesson, pupils will

- Learn facts regarding the development of their neighborhood (Heritage).
- Draw a map of selected areas within the neighborhood (Study and Research Skills).
- Describe the relationship between neighborhood characteristics which resulted from development and the present day character of their local community (Change; Connections to Past).

SUGGESTED TIME: Three to five class periods.

MATERIALS/RESOURCES: Standard school supplies, field trip(s) around the neighborhood, Polaroid camera, slides or large pictures of different types of buildings and houses represented in the neighborhood, and resource persons such as architects, home builders, and local history experts (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Ask the pupils if they have noticed the different types of buildings and houses in the neighborhood. Tell the pupils the style of a building or house "tells a story" about the past. (Pick a clear-cut example such as a pioneer cabin to help get this point across.) Show the pupils the slides or pictures you have assembled, briefly pointing out the distinctive features of the buildings and houses. You may want to have a knowledgeable resource person help with the presentation or enhance your own knowledge by visiting the library and checking out a book on housing styles and architecture.

When the presentation is over ask the pupils if they have seen any homes or buildings such as the ones shown in the pictures in their neighborhood. Inform the pupils that they are going to take a walking field trip to investigate their neighborhood. On this field trip they will see that the different types of buildings and houses provide clues about the history of the neighborhood.

Developing the Lesson. Prepare the pupils for their field trip walk by tracing the route they will cover on a simplified neighborhood map. (An overhead projector is useful for this, but the chalkboard or chart paper will also work.) Mark the areas and spots where the class will pause to look at the architecture and tell them what they will see. Emphasize elements of the architecture which are associated with the history and heritage of the neighborhood. For houses, the elements to note include such things as the type of materials used (brick, stucco, wood, etc.); the size and floor plan (ranch, bungalow, salt box, Victorian, etc.); the location or position of the houses along the street (amount of "set back," size of yards, presence of alley, etc.); and other elements which characterized the neighborhood. Explain the significance of these features to the lifestyles of the people who originally inhabited and still live in the area. Photograph the pupils in front of the places where you stop.

Once you are back in the classroom ask the pupils to identify the different pictures you took and describe what features were shown in the house or building which is shown. Place these pictures on the map you made before the walk.

Ask the pupils to investigate the housing in the neighborhood where they live. Show them how to draw a simple map of a block with a mixture of houses and apartment buildings. Stress that the map should be accurate in showing the correct number of buildings and their location. They might also want to show such features as alleys, power lines, fences, or other features which are prominent. Tell the pupils that in addition to drawing a map, that you want them to collect some additional information about their block. Write the following questions on the board for the pupils to copy:

1. What types of materials were used to make the houses or apartment buildings in your neighborhood?
2. How long ago was your own home or apartment built?
3. Of what materials is your dwelling built?
4. How old is the oldest building on your block? How did you find this out?
5. What materials were ~~used~~ to make this oldest building?
6. Draw and paint a map of your block similar to the one we did in class.

Closing the Lesson. As the pupils bring in the data they have collected, help them share what they have found. Help them locate their blocks on a large neighborhood map. Graph the data they have provided on type of construction materials for the oldest dwellings and their own houses or apartments in order to see if different materials came into use in recent years. Map the information obtained on construction dates to see if any pattern emerges which might show how the community developed. If questions arise and interest remains high, take an additional field trip to investigate the neighborhood further.

EVALUATING THE LESSON:

Key questions for the pupils.

Approximately how old is your neighborhood?
What was your neighborhood used for before it was developed?
What types of houses or buildings are in your neighborhood?
Which construction materials were used most often?
Locate your block and house on the neighborhood map.

ALTERNATIVE TEACHING SUGGESTIONS:

Neighborhoods vary considerably in their character and the length of their history. This activity will have to be adapted to suit the demands of neighborhoods composed largely of tract housing, large high-rise apartment buildings, condominiums, trailer parks, or large suburban homes.

In situations where pupils are bused long distances from a variety of neighborhoods, it may be necessary to focus on the neighborhood surrounding the school. If this occurs, you will need to adjust the mapping and survey portions of the plan.

Pupils who live in rural areas will need to approach this activity in a way which accommodates their "neighborhood" setting. For example, they should be encouraged to map the location of their own and their neighbor's farms. They should investigate the history of their farm and the surrounding area, locating former dwelling sights or other evidence of history.

LESSON PLAN 4: Granny Cures and Remedies from the Past

TOPIC: What do "Granny Cures" tell us about the past?

PREVIEW: All children have had experiences with over-the- counter and prescription medicines, and many will have memories of having been subjected to a home remedy. Regardless of their experience, second-graders are ready to differentiate between old fashioned home remedies and modern medicine. They will be highly amused by the absurdity of some "Granny Cures" but may come to recognize that others are still in use today and are an important part of our medical heritage. Through the symbolism of "Granny," a recognized person of accumulative medical knowledge within a community lacking the services of physicians, children can leap into the past. They can begin to trace connections to the present through cures which are still "alive and well."

This history lesson relies on a "first person presentation" to stir curiosity. It also involves the students in collecting data through interviews of a senior citizen and members of their own families.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (interviews); Health (origins of and changes in preventive and corrective medicines).

OBJECTIVES: As a result of this lesson, pupils will

- Describe cures handed down through word-of-mouth and repeated practice (Heritage).
- Identify changes in health practices and resultant changes in lifestyles and life spans (Change; Cause and Effect; Thinking and Inquiry Skills).

SUGGESTED TIME: Three to five sessions.

MATERIALS/RESOURCES: Granny costume, varied cure props, resource sheet of Granny Cures, chart paper, senior citizen resource person.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Surprise the pupils by entering the classroom in a simple "Granny" costume for the purpose of making a "first person presentation" of cures from the past. Children can identify with you or a known person in the role through use of one or more very simple props—a long dress, bonnet, apron, and small eye glasses. The class may be further prepared for the transition into the past by observing the presenter adding facial-age lines with eyebrow pencil while discussing the time period to be represented.

Role play Granny as she "sets a spell" with selected children who have come for cures to their maladies. (See Resource Sheet of Common Granny Cures.) For added interest and background, use colloquial expressions and a dialect representative of the area.

Following the first-person presentation, help the pupils pose questions they now have about medicines and past health practices. Tell them that they will use the questions in interviewing an elderly person about old-fashioned cures they once used. Record the questions on a large class chart for reference during the interview. Guide pupils in refining their questions and forward a copy as a guide to the resource person.

Developing the Lesson. Now that the stage has been set with a first-person presentation and a question list, set another stage for the class interview. To keep the presenter on task and to directly involve all children, arrange a "fish bowl interview" with a semi-circle of chairs close to the resource visitor and other chairs encircling the bowl. Have each pupil pre-select specific questions to ask as his or her turn comes to quietly slip into the "bowl" and into a chair just vacated by another pupil having completed interviewing responsibilities. An empty chair may be designated for pupils who think of new questions to insert. Following the visit, review questions and answers and write thank-you letters.

Closing the Lesson. Following the interview, have the pupils select some of their favorite "Granny cures," and list these on a sheet of paper to be duplicated and taken home for discussion. Ask each pupil to go over the sheet with a parent or grandparent. Have the pupils ask if their parent(s) or grandparent(s) had ever experienced any home remedies themselves, and tell the story of their experience if they have.

Share the pupil's findings on the following day. Close the lesson by reminding the pupils that modern medicines are not "play things." Point out that medicines have become more powerful and that as a result, taking a medicine when you shouldn't can cause injury or death.

EVALUATING THE LESSON:

Key questions for the pupils.

What are some "Granny Cures" you know about and what were they used for?
When and why were these cures used?
What changes have come about in medicines today? What are some of the results? What may happen in the future?

ALTERNATIVE TEACHING SUGGESTIONS:

List on a chart the "Granny" diseases, cures, and health conditions along with current terminology, cures, and results. Have the students make statements about how things have changed since the "old days."

Add to the Granny Cures survey an investigation into superstitions of the time.

61

RESOURCE SHEET FOR LESSON 4

Common Granny Cures

We are now living in the age of medical miracles. Modern drugs and technology have made life much easier and longer. Not until we entered the second half of the 1800s did the discovery of germs come about. Prior to that time disease was thought to be caused by just about everything, including night air and evil wishes of another, and cured by many remedies which seem quite ridiculous today.

Early pioneers certainly had their share of sickness, injuries, and pains. For almost every one there was a preventive or cure. And who else but Granny, an elderly person in the community who had been able to survive the rigors of her times and who had learned from accumulated knowledge of her ancestors, was better outfitted to "doctor" when no doctor was available? What do you think? Here are but a few of the many granny cures (Crump 1985, 123).

Cures for Maladies of the Nose, Throat, Chest, and Eyes:

If you are suffering from a sore throat, tie the right front foot of a mole around your neck with a black thread. The thread must be black! Or better yet, take a sock you or someone else has worn inside a boot for about a week; make sure it has a bad odor; tie it around your neck.

Rub groundhog grease or goose grease on the chest.

Render the fat of a skunk; eat two or three spoonfuls; this will cure pneumonia, bring up the phlegm in the chest and throat, and other things, too.

Remove a sty from the eye by running the tip of a black cat's tail over it.

Cures for Toothache:

Rub the gum with rattlesnake rattles or the brain of a rabbit.

Pick the tooth with a coffin nail or a splinter from a tree struck by lightning.

Remedies for Bites and Athlete's Foot:

Cover a snakebite with chicken blood or fresh cow manure. The poison will be drawn out.

For the bite of a Black Widow spider, drink liquor heavily from 3 to 7:00 p.m.; you won't get drunk, but you will be healed.

When suffering the discomforts of athlete's foot, tie a wool string around the affected toes and step in cow dung that is fresh.

Cures for Warts and Freckles:
To remove warts rub them with the skin of a chicken gizzard; then hide the skin under a rock; only then will the warts go away.

A second cure for warts might get one into trouble, but the risk is worth it: steal a wash rag wipe the warts and bury the rag secretly.

Rub stump water on freckles to make them disappear.

Remedies for Sores and Bleeding:
Rub gunpowder in a wound for it to heal.

To cure a sore, put butter on it and let a dog lick the butter off.

For a nosebleed, place a nickel directly under the nose between the upper lip and the gum and press tightly.

When bleeding continues from the nose, bathe the feet in very hot water while, at the same time, drinking a pint of cayenne pepper tea.

If bleeding from a wound, mix chimney soot and lard and smear on it.

When blood continues to flow, tie a red string around the patient's big toe, little finger, or neck to stop it.

Remedies for Earaches, Headaches and the Hiccups (Hiccoughs):

For an earache, roast a cabbage stalk and squeeze the juice into your ear.

When suffering from a headache, rub onions on your brow.

You will never get another headache if you gather up all the clippings from your next haircut and bury them under a rock.

For the hiccups, eat a teaspoon of peanut butter, or better yet, stick your fingers into your ears and have a person of the opposite sex pour nine cups of rainwater down your throat.

Remedies for Burns, Fevers, Contagious Diseases, and Ailments of the Joints:

To heal a burn bind castor oil and egg whites around the wound with a clean cloth.

When running a fever, tie a bag containing the sufferer's nail parings to a live eel; the eel will carry the fever away.

To bring out the measles after being exposed to the disease, drink a tea made of sheep droppings.

To cure a patient of the chicken pox, shake a chicken three times over the person.

To prevent the reoccurrence of rheumatism, carry a buckeye or an Irish potato until it gets hard.

For arthritis use a magnet to draw the pain out of the blood.

LESSON PLAN 5. Community Helper History

TOPIC: What can the history of a community helper reveal about the past?

PREVIEW: Every child in the United States is introduced to the typical community helper unit at least once during his or her elementary years. This activity shows how to add a new twist to that experience by tapping the historical knowledge of community helpers.

CURRICULAR CONNECTIONS/INTEGRATION: Health and Safety; Language Arts.

OBJECTIVES: As a result of this lesson, pupils will

- Describe differences in the way in which present and past community helpers performed their work (Connections to Past and Present; Change; Study and Research Skills).
- Describe advantages and disadvantages of the conditions which existed in the past and present (Cause and Effect/Consequences; (Thinking and Inquiry Skills).

SUGGESTED TIME: Three to five class sessions.

MATERIALS/RESOURCES: In order to successfully complete this lesson, you will need to contact community helpers well in advance of the lesson. Select those who seem to know the most about the history of their profession in the local community. While the criterion for deciding who qualifies as a community helper varies considerably, some of the ones who will most probably be helpful for this lesson include firefighters, police officers, community health workers, and mail carriers.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Begin this lesson by showing a collection of photographs or realia related to the community helper whose history is being investigated. Help the children describe what they see and tell how it is different from what would be seen if they were looking at a piece of modern equipment or a contemporary photograph.

Developing the Lesson. Help the pupils develop a list of tentative reasons for "why things changed." Reasons for equipment and buildings might include such things as older equipment wore out, was inefficient, required too much maintenance, and that newer equipment was easier to use, could serve more people, could perform more tasks, and required less maintenance. Help pupils see the role that new technology played in ushering in the changes. See if they can identify the source of the change (e.g. advances in electronics, metalurgy, plastics, fabrics).

Have the pupils write brief sentences which describe the changes which have occurred. They may also want to draw a picture of the old and new versions to accompany their sentences.

Closing the Lesson. Close the lesson by talking about "the good things which were lost" with the old equipment and ways of doing things. Point out some of the negative and positive effects of using modern equipment and methods.

EVALUATING THE LESSON:

Key questions for the pupils.

How has the equipment and work of our community helper changed since the old days?
What are some reasons why these changes were made?
What good things were lost with the changes to newer equipment and ways?
What good things have been gained by the use of newer equipment and ways?

ALTERNATIVE TEACHING SUGGESTIONS:

Spend a greater amount of time on this lesson by working with several community helpers. Investigate the history of each and attempt to relate the changes which are shown over the years to developments in the community.

Take the class into the future and have them describe what equipment and methods of the community helper will be using in 20, 30, or 40 years. Ask the pupils to look for "history making" changes in the newspaper or on the television news.

Additional Activity Ideas

1. Create a "Class of 19--" book which features the highlights of the school year. Include something about each child, duplicate the book, and leave a copy for next year's class to read.
2. Write letters to future or past occupants of your classroom. Describe your experiences, speculate on the differences in the past for future time, and ask questions for the letter recipients to answer.
3. Make a historical study of some common product such as toothpaste. Locate early ads and photocopy them. Try to decide how advertising (and people) have changed or remained the same.

4. Visit a cemetery. Collect tombstone rubbings, copy the epitaphs, and try to reconstruct the family relationships of the people buried there.
5. Have a small group of pupils dress like the same famous person at different periods of the person's life. Ask the group members to tell the class what life is like for them at the period they portray. Foreshadow future events in the closing lines of each monologue.

CHAPTER FIVE

Third-Grade History Experiences

The typical eight-to-nine-year-old third-grade pupil has a collection of basic academic skills and is showing improved ability to use them independently. Third grade is the year in which many schools introduce cursive writing and begin the real application of reading and writing skills to independently investigated reports. It is often also the year in which many schools begin to concentrate on the teaching of multiplication, division, and fractions.

Third-grade social studies most often centers around the study of communities and cities. As complex and important elements of human society, the development and functioning of cities deserves considerable attention in the curriculum. Pupils are typically introduced to aspects of the economy and government of cities. They learn about the socio-cultural benefits and problems of cities and they investigate the geographic and historical development of their own and other communities.

Goals for History Instruction in Third Grade

Most pupils in the third grade are capable of attaining the following history-related learning goals. Teachers may want to provide special instruction for children with much higher- or lower-than-average ability. Adjustments in expectations may also need to be made for pupils who have a significantly different background of experience.

Third-grade children should achieve the following history related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Recall factual information about the history of their own or a near-by city (Connections to Past; Heritage).
- Describe real events from the past or anticipated future using the time frame of at least a month (Chronological Order/Sequence).
- Know the names of at least ten prominent men and women from history and simple facts about their lives (Achievements/Contributions/Commemoration).
- Recognize and offer reasons for changes which have occurred in their city over the years (Thinking and Inquiry Skills).

Skill Goals. Pupils are expected to

- Correctly sequence a series of events experienced by their own or a near-by city to form a history for an entire month (Chronological Order/Sequence).

- Show the ability to locate and use historical information related to their own or a near-by city (Study and Research Skills).

Value Goals. Pupils are expected to

- Demonstrate respect for the accomplishments of individuals who have made significant contributions to their community (Commemoration; Valuing Skills).

Improving the Existing Third-Grade Curriculum with History

The existing textbook-based third-grade social studies curriculum often introduces pupils to a variety of history-related information concerning the formation and development of both large and small communities. Pupils typically study the development of Washington, D.C. and other cities selected to represent the broad spectrum of geography and culture in the United States. They may be introduced to indigenous and early colonial settlements, exploring why such communities formed as well as how they functioned. Such presentations are typically quite brief, presenting little more than an overview of the main ideas. Much of the space on each page is devoted to maps, historical photographs, and water-color drawings which attempt to illustrate the narrative and help make it real.

There is considerable potential in the history commonly offered in a comprehensive, formal third-grade social studies program, but few textbooks and teachers manage to unlock it. Difficulties arise primarily for two interrelated reasons: the content is almost always about some distant and unknown place and the lack of reading comprehension caused by the pupils' meager conceptual background and still-limited content area reading skills. A vigorous local history program can do much to remedy these faults.

Approximately 70% of all Americans live in urban areas. That means that the vast majority live either within or near a large city. Whether a teacher lives in or near an urban area, it is possible to use local history resources to gain insight into the character of a city. The history of a city is embedded in its monuments, old buildings, and the people who made it grow. Local resources are readily available to support the pupils' investigations of their community.

Teachers must attempt to unlock the history content of their textbook by tying its abstractions to the reality of their own or nearby communities and cities. Sources for examining local history include the archives of the local newspaper, the local historical society, and retired professionals from all areas of life. Teachers should also make use of city planning departments, the city library, local historians, and individuals who pursue some aspect of history as a hobby. Strong efforts must be made to tie the textbook to local reality. For example, if the textbook is treating monuments, the class might want to visit a collection of local monuments; if the textbook devotes attention to the early formation of a major industry, the class can investigate the early history of a local company. Such "bridge building" between the past and the present, the distant and the local, are essential if third-grade history instruction is ever to reach its potential.

Sample Lessons

LESSON PLAN 1. Parades, Playgrounds, and Parks: Changes in City Recreation

TOPIC: How have the recreational facilities and opportunities of the city changed over the years?

PREVIEW: Cities offer a variety of recreational facilities and opportunities. Public parks, theaters, parades, and private amusement centers all contribute to the quality of life and help us understand much about the social history of the city. This lesson plan uses a variety of resources to help pupils investigate the history of recreation in their city.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading, using reference books, interviewing).

OBJECTIVES: As a result of this lesson, pupils will

- Describe significant changes which have taken place in the recreational facilities and opportunities of their community (Change; Heritage).
- Map the locations of parks, theaters, public swimming pools, and other recreational facilities (Study and Research Skills).
- Investigate the ways in which older community members spent their free time when they were third-graders (Connections to Past and Present).

SUGGESTED TIME: Three to five class periods.

MATERIALS/RESOURCES: Old city maps, elderly community members willing to serve as oral history resources; information and resource people from city planning and recreation departments.

SUGGESTIONS FOR TEACHING THE LESSON:
Opening the Lesson. Begin this lesson by asking your pupils if they know what the word recreation means. After discussing the term and looking up the definition, take a brief survey of the types of recreation activities used by the pupils, their friends, and families. List their responses on the board and note the frequency of each type of activity and whether it requires or is aided by the presence of a city. (Opera, theater, museums, and zoos, are all examples of entertainment/recreation opportunities found exclusively in cities. To a lesser extent,

phenomena such as YMCA's, Boys Clubs, parks, swimming pools, amusement parks, and other facilities tend to be located in and around cities. In addition, certain activities such as concerts, automobile shows, and professional sporting events are found in cities.)

Tell the pupils that some of what they like to do for recreation could not have been done years ago (e.g. video games, television, and movies). State that the way in which people recreate has changed over time and that the types of leisure activities which city life supports have also changed. Announce that they are going to investigate the way in which recreation has changed over time in the city, and that the first step is for them to realize how the city supports their recreation opportunities. (You may want to have the pupils copy the results of the survey of their recreational activities off the board for future reference.)

Developing the Lesson. Using a recent map of the city, help the pupils locate city parks, movie houses, and other places used primarily for recreation. (You may wish to divide the class into groups, letting each group locate a different type of facility.) Repeat this exercise with older maps of the city. Compare and discuss the meaning of the results.

Invite in one or more older citizens to talk about what he or she did for recreation when nine or ten years old. Show the resource person the maps and the data about what the pupils do today. See if the resource person can identify when some of the parks and other facilities were added. Decide which activities could not have been done when the resource person was in the third grade.

Bring in information and resource presenters from the city planning and recreation departments. Have these individuals describe the growth of recreation facilities in and around the city. Ask them to share information and any special purpose maps they may have on future recreation development.

Closing the Lesson. Visit and enjoy one of your cities oldest recreation facilities. Discuss the benefits of having such places and how important they are to the quality of life in the city.

EVALUATING THE LESSON:

Key questions for the pupils.

How have the recreational opportunities of our city changed?
What are some things that a third grader might have done for recreation 50 or 60 years ago?
Can you locate one or more parks or recreational facilities on the map?

ALTERNATIVE TEACHING SUGGESTIONS:

Invite retired park managers, zoo directors, and other people who planned and managed your city's recreational facilities into the classroom. Have these people bring in photographs and talk about how things have changed.

Survey parents and grandparents regarding their recreation experiences years ago. Ask them how things have changed.

Imagine a city without a single recreational opportunity. Describe what would be missing and what life would be like without such recreation. (Note libraries are a significant source or recreation for many people.)

LESSON PLAN 2. Creating a History of the City

TOPIC: What kind of city history can be written from the local newspaper?

PREVIEW: This lesson challenges pupils to keep track of news about their city and make decisions about what people, events, and places will be included in a month's history. The activity uses a bulletin board, the local newspaper, and a current events format as vehicles to motivate the data collection phase of the history project. Pupils are asked to group, interpret, and interrelate the news items as the bulletin board fills. The teacher holds discussions concerning which events seem to be the most important and helps the pupils construct and "publish" a history of the month.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading and discussion skills).

OBJECTIVES: As a result of this lesson, pupils will

- Study, sequence, and write a brief history of a month of events in their community (Study and Research Skills; Chronological Order/Sequence).
- Experience part of the process of history (Thinking and Inquiry Skills).
- Describe what makes an event worthy of being included in history (Decision-Making/Responsibility).

SUGGESTED TIME: Selected class periods spanning one month.

MATERIALS/RESOURCES: Daily copies of a local newspaper; bulletin board space; local newspaper editor and/or city official (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Begin this lesson on the first of the month by bringing in a copy of the local newspaper. Clip the local news items and distribute them to the class for silent reading and sharing. (Some pupils may want to read their news items, but others might just want to tell the topic of their item and what it says.) As the pupils share the items, post them on a bulletin board. (You may pre-select likely headings or let them develop based on class discussion.) Inform the pupils that with your help they are going to track the history of the community for a whole month, using the newspaper as their source of information. (Tell pupils who don't get the newspaper at home that you will bring in the newspaper so they can take part in the assignment.)

Developing the Lesson. Repeat the reading and sharing of the newspaper daily or every other day. As more and more items get posted on the bulletin board, spend increasing time asking the pupils to categorize and interrelate them. *Make sure that dates are written on every article so that a proper chronology can be maintained.* As categories and interrelationships are formed, ask the pupils to begin to make judgements concerning which items are most important. (Discuss what makes a news item important for their purpose of writing a history of a month for their community.)

Near the end of the first week, attempt to write a history of the events which have been clipped and posted. Let the pupils dictate sentences while you write on the board. Make additions and revisions as needed, demonstrating the writing process. Post the history you write near the bulletin board and run colored yarn or string to the news items which were included. Note for the pupils that this makes a nice visual representation of the way in which history must select only certain items from among the many.

Continue the project for the remaining weeks, repeating the processes and making any adjustments needed or suggested by the pupils.

Closing the Lesson. Toward the end of the month place more effort on producing a written history of the month. Review the weekly histories as well as the individual news items on the bulletin board. Ask the pupils to identify which items seem to have the greatest potential for making a long-term impact on the welfare of the city. Suggest that these items should be covered more thoroughly than items which might have received a greater amount of newspaper space.

Copy the history of the month and distribute it to parents, teachers and other interested people. Invite the mayor, a city council member, or the newspaper editor to class and have him/her react to the history project. See if there are items which he/she might add which either were not mentioned in the paper or were omitted by the pupils.

EVALUATING THE LESSON:

Key questions for the pupils.

What were some of the major events which happened in your city during the past month? In what order did the events happen?
What types of news items tend to be the ones which get included in a local history? Why?
What problems does a historian face in trying to write the history of a community?

ALTERNATIVE TEACHING SUGGESTIONS:

Have another class perform this activity along with yours. Compare the results of both groups' work. How similar were the histories? How similar were the bulletin boards? Which history is better? Why?

Invite a professional historian in to help supervise this activity.

Use another bulletin board to collect news items about cities in other areas of the country. Is the type of information which gets reported about these cities different from what is reported about your local community? Do the stories about other cities seem more likely to be those which would get noted in history? Why or why not?

LESSON PLAN 3. Discover the Roots of Your City

TOPIC: What are the roots of your city? How and why did it first form? What influences are left from its past?

PREVIEW: Every urban area or city had a reason for beginning. Usually this history is known and recorded. This lesson plan offers suggestions for investigating the earliest roots of the local community.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading and discussion skills).

OBJECTIVES: As a result of this lesson, pupils will

- Learn about the origins of their local community (Commemoration; Heritage).
- Describe how the origins of their local community are represented in present day life (Connections to Past and Present).

SUGGESTED TIME: Three to five class periods.

MATERIALS/RESOURCES: Local history books and old high school year books; community members who have investigated local history; old maps and photographs of the city.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Two weeks before starting this lesson, send home a note informing parents of its goal and asking for information or contacts regarding the history of the local community. On the day you begin, start by asking the pupils if they have any idea how or when their community began. Ask: Who were the first people to live in this area? Did indigenous peoples (Native Americans or "Indians") ever live here? How do you know? How could we find out? Who were the first people to live in this town? What were their names and what did they do? Were they farmers, merchants, or manufacturers? Accept answers and amplify those which represent plausible hypotheses.

Conclude this session by telling the pupils that they will be investigating the historic roots of their community during the week and that they should begin to look for people, photographs, and other sources of information about the past.

Developing the Lesson. Invite a local history expert to speak to the class. Have the expert tell the story of how the city began. Post the old maps and photographs around the room and use these to illustrate points made in the presentation. Make reference to existing landmarks which the pupils are likely to know. If possible, show pictures of these landmarks at different periods of time in the past and present.

Plan a field trip to view some of the historic landmarks of the city. Use brochures or tour guides to help prepare the pupils. Take photographs of the group during the visit and put these along side the older pictures for comparison.

Closing the Lesson. Help the pupils write and illustrate a booklet about the origin of their city. Include their pictures along with the information gained in their investigation. Allow the pupils to check out the booklet to share it with their parents.

EVALUATING THE LESSON:
Key questions for the pupils.

How was our community first formed?
What signs of our early origins are still present in today's city?

LESSON PLAN 4. City Oral History

TOPIC: What do people remember about a significant event in your city's past?

PREVIEW: Most cities experience a number of significant events over a period of years. Large fires, floods, tornados, the loss or acquisition of a major league athletic team, the closing of a key industry, or the renovation of the downtown are history which we all experience. This lesson plan provides suggestions for creating an oral history of such an event.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading and interviewing).

OBJECTIVES: As a result of this lesson, pupils will

- Identify and corroborate a set of facts related to a major historical event (Study and Research Skills; Commemoration).
- Describe in detail the significance of the event to the city's economy and/or its people (Thinking and Inquiry Skills; Cause and Effect/Consequence).

SUGGESTED TIME: Three to five class sessions.

MATERIALS/RESOURCES: Old newspapers, oral history resource people; cassette recorder (optional); duplicating machine (for sending home the event history); refreshments (for oral history resource people).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. It is best to begin this lesson by preselecting the event which you wish to have the students investigate. This decision should be based on a consideration of the students' interests, the availability of resource people, and sufficient newspaper coverage. Once you have determined which event to investigate, begin by raising the students' interest with questions such as: Has anyone heard about (the flood which happend eight years ago)? What do you know about it? What effect did it have on our city? Have you ever seen pictures of it?

Tell the students that events such as this play a major role in the history of a city and that they are going to use the coming week to learn more about it.

Developing the Lesson. Read one or two carefully-selected newspaper articles about the event. Show any photographs of the event and encourage students' reactions to the information and visuals. Write any questions they may have on the board and encourage speculation regarding the answers.

On two consecutive days, bring in two oral history resource person who experienced the event. Let the person tell the story of how he or she experienced or was involved in the event. Encourage questions from the pupils. Use the articles, photos, and questions previously recorded on the board as vehicles for probing the resource person's knowledge of the past. Debrief the experience after the resource person leaves and see if the students have any additional questions or insights based on their interview. Repeat this experience with the second oral history resource person. After this person leaves, briefly compare differences in the two resource person's memories of the event.

Closing the Lesson. Have the students dictate, as a group, their own history of the event to take home to their parents. The history should include the who, what, when, where, why, and how of the event, a description of how they studied the event, and their statement of the significance of the event to their community. Encourage the students to have their parents read and discuss the history with their child.

EVALUATING THE LESSON:

Key questions for the pupils.

What do you know about (the major event we studied)?
How did this event cause our city to change?
Why was this event an important to our city?

ALTERNATIVE TEACHING SUGGESTIONS:

If your students are strong readers, let them take home a photocopy of an old newspaper story written about the event. Have parents help the students read the article. Share and discuss what they learned on the next day.

If the event you choose turns out to have greater personal significance to the students (perhaps family members or relatives were involved), take the extra time to have these people come in and be oral history resources. Visit the site of the event. Take along a camera and photograph any commemorative plaques or other evidence that the event really happened. Discuss how history and the present might be different if the event had not happend.

LESSON PLAN 5. Cops and Robbers of the Past

TOPIC: How has city law enforcement changed over the years?

PREVIEW: One of the better-documented phases of city life is the area of law enforcement. The reasons for this include the fact that crime and punishment make good copy for the local newspaper and the natural tendency of citizens to note high-profile, high-budget city services. In addition, the steady change of police technology is represented by highly visible equipment, evidence of which leaves a natural trail of history. This lesson uses locally-available resources to demonstrate the history of city law enforcement.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (reading and interviewing); Mathematics (graphing).

OBJECTIVES: As a result of this lesson, pupils will

- Describe changes which have occurred in the city police force (Change; Connections to Past).
- Graph changes of such items as the number of police officers, cars, crimes, and budget (Study and Research Skills).

SUGGESTED TIME: Three to five class sessions.

MATERIALS/RESOURCES: Old police equipment; encyclopedia; one or more police officers who have collected old police equipment and/or maintained a history of their department; local newspaper accounts of such things as major changes in the police force, statistics for the year, or "big" crimes; videotaped clips from shows such as "Dragnet," "Highway Patrol," and "Car 54;" videotape player and monitor; tradebooks on police work.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Begin this lesson by showing one or more short film clips of police action from the past. Ask the students to describe how they knew it was an old film? After they have described some of the things, see if they can describe what newer, more modern equipment looks like. Tell the students that during the next few class sessions they will be learning more about the history of the police department in their own city—how it started and grew to meet the challenges of changing times.

Developing the Lesson. Work with the media specialist to locate appropriate tradebooks and references on police work. Take the students to visit an area of the classroom or media center where these resources have been located and allow them to brouse through the books. Ask them to note the copyright dates and the characteristics of the equipment, dress, and environment at the different periods of time. Use a time line showing the decades covered by the books and have the students list the characteristics they find under the appropriate place on the time line. Encourage students to use the books to find out: 1) when police first started wearing badges, carrying guns, using nightsticks, handcuffs, and computers and 2) why these changes became necessary. Note how the requirements for the job changed as the equipment became more sophisticated.

Once the students have gained a general understanding of how law enforcement has changed over the years, tell them that you have arranged to have a local police officer come in to show some old police equipment and talk about how local things have changed since earlier times. Have the officer share statistics for certain types of crime over the years. Make simple graphs to show these changes.

Closing the Lesson. When the resource person visits, use the students' time line, the resource books, and/or the videotapes to help create a basis for interaction. If the officer can come in uniform and bring a squad car, ask for a description of these modern items.

Help the students write a brief history of how their police department changed over time. Include information about new equipment, increasing numbers of officers, and selected "famous" crimes.

EVALUATING THE LESSON:

Key questions for the pupils.

How has our police force changed our time?
Why did these changes take place?

ALTERNATIVE TEACHING SUGGESTIONS:

Investigate the history of female police officers. Find out when the first women joined the local force and when they first became gun-carrying patrol officers. Interview a woman who has chosen to become a police officer.

Additional Activity Ideas

1. Take a tour of old buildings in your city. Note their original use and trace their history and different uses up to the present. Try to discover the reasons for changes in use. Talk with previous and present tennets to discover any unique or little-known stories about the building. Write a building history and place the sections of it along a time line. Share this product with the present tennets and the historical society.
2. Take part in an historic preservation effort. Raise funds, participate in renovating some portion of the project, or help investigate and tell the history of the structure.
3. Investigate the history of a famous city such as Paris, London, Barcelona, or Heidelberg. Locate and study photographs of the way the city looked at different time periods. Compare these illustrations with ones from your own city during similar periods.
4. Contact the city planning department, the library, the newspaper, and the local history society to locate resources to support an investigation of the recent history of your own city. Collect resources such as photographs, written histories, newspaper files, and other memorabilia to form a classroom display.
5. Write stories which imagine the future of the city when the pupils have grown up. What type of demands will their future occupations and families make on the city?
6. Take a field trip to a ghost city. Visit the cemetery and try to determine when the city was thriving. Hypothesize about what might have caused the city to die. Upon returning locate information about the city and share it with the class. Try to identify a resource person who once lived in the city (or had a relative who lived in the city). Share the results of your investigation with this person and find out how he/she viewed the city's history.
7. Investigate the history of famous people who lived in your city. Contact and interview their closest relatives. Write your own histories of the people you study.

CHAPTER SIX

Fourth-Grade History Experiences

Teaching fourth-grade students can be a joy if the teacher likes flexibility. Fourth-graders are still children trying to please adults, needing guidance in study and social areas, and responding positively to hugs and verbal praise. They may be shy one moment and wanting to work with a group the next. Some may show signs of competition which can be directed to enhancing a group spirit while researching a history topic. Some will have noticed "boys" and "girls" and will prefer their own sex for group work. The teacher is well advised to treat this as a passing phase in fourth-graders' development—one which will reverse—and, therefore, not worth the effort to mix groups. While holding hands for a real hoedown, little will be lost in authenticity and pleasure for girls to dance with girls. On the other hand, a few fourth-graders will display signs of reaching for that magic adolescent period with the double digit birthday now on the calendar.

Intellectually and physically, fourth-grade pupils are at a ripe stage for history learning, but this learning must be couched in action. Their concept of time is becoming more definite, but references still relate to their own life span. The fortunate coincidence of their coming decade span may be profitably employed to provide readiness for existing chronological understanding, i.e., World War II ended about four of your lives ago.

Fourth-grade students are beginning to deal with abstractions such as cause-and-effect relations and intentions in moral dilemmas. The class may pose a chain of alternatives and consequences in exploring a decision made by a great leader after practicing with decisions of their own. Fourth-graders may individually or in guided groups create and employ criteria for grouping objects and information either qualitatively or quantitatively. This opens opportunities for pupils to organize and caption displays and even to record historical data on simple retrieval charts and graphs.

With improved physical coordination, the fourth-grader enjoys dancing, games, construction and processing activities, and acting. Each of these is an avenue for exploring cultures in a very active and direct way. Probably no age group enjoys "History Alive" more than fourth-grade pupils or teachers. The teaching guidelines to be found in the section on "Improving the Existing Curriculum through History" and the "Sample Lessons" which follow reflect an active approach for achieving the goals for history instruction in the fourth grade.

Goals for Fourth-Grade History Instruction

The goal statements below represent general expectations of most fourth graders and a standard below which the teacher should plan for readiness and remedial experiences. Fourth- graders should be actively involved in achieving the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Identify key events, places, and people shaping the history of the state or region (Achievements/Contributions; Cause and Effect; Leadership/Influence/Power).
- Explain similarities, differences, and changes relating to periods of time, groups of people, locations, and resources (Change; Patterns/Progress).
- Identify major landforms, water features, and resources and relate how they have influenced settlement patterns and lifestyles (Cause and Effect).
- Explain the origin, present structure, and purposes of government and other institutions (Institutions/Authority).
- Actively demonstrate through drama, dance, construction, processing, and other activities their understanding of cultures and lifestyles existing at varying times and locations within the state and/or region (Heritage).
- Actively demonstrate a knowledge of history as a discipline by recording histories delimited to specific topics; (Time Periods/Connections to the Past).

Skills Goals. Pupils are expected to

- Work cooperatively in groups to collect data from varied resources (Social Participation Skills).
- Organize data in graph, chart, map, and simple time line formats (Study and Research Skills).
- Draw simple conclusions and trace patterns from organized data (Thinking and Inquiry Skills).

Value Goals. Pupils are expected to

- Respect the diverse cultural contributions of ethnic groups making up the state or region (Heritage).
- Appreciate the past contributions of individuals and groups to the conveniences of modern living (Achievements/ Contributions/Challenges).

Improving the Existing Curriculum through History

The traditional social studies topics of fourth grade center on regional and/or state studies, thus expanding the developmental decentering process from self, family, school, and community. Fourth grade for many children will be the first formal introduction to history. This level may also represent fourth-graders' first real use of maps. Having had little or no previous readiness activities to prepare them for these experiences, the teacher will be well advised to provide pupils with many concrete activities to make the most of opportunities to learn regional and state history from maps and other graphics.

In brainstorming sessions with hundreds of preservice and inservice teachers responding to the question--"What do you remember most vividly from your elementary social studies?"—it was found that without exception, the most popular and predictable answer is "fourth grade state history!" It matters not whether the state was Indiana, Texas, or Washington; the answer is the same and usually for the similar reasons. Memories of preparing pioneer foods, collecting and examining artifacts, making models, talking to resource people, taking study trips, and reading different kinds of books have kept history alive for these students-turned-teachers.

These recollections hint at several very important guides for effective history learning in any elementary grade, but especially for the stage when the child is on the verge of abstract thinking which still best evolves from concrete and manipulative experiences.

The first guideline suggests that history becomes real through manipulating "realia" such as tools and primary documents. Fourth-graders may not be able to read script in the old mill ledger or operate an early corn sheller, but they can struggle for a limited time with the tasks and thus feel how hard people labored intellectually and physically to survive.

Second, children can be mentally transported to the past through physical activities of constructing, processing, and interacting within simulated environments. Making hoecakes on a hoe over an open fire, tracing the origin of words, and interviewing older persons in the community for home remedies are all examples of such activities.

This leads to the third guideline: Children at this stage can begin collecting information from sources outside the textbook. The text may be questioned as a single authority and, hopefully, discrepancies in information will be found leading children to compare and question sources—basic skills for the historian. Children, through writing their own history book on a well-delimited local topic, can directly experience how events are recorded as history, a process emphasized in sample lessons throughout this book.

A fourth and final guideline is presented as a caution: remember that children may participate actively and enthusiastically without realizing the significance of the experience. Words need to follow action; children should be involved in describing, comparing, and summarizing main ideas in their own words through oral discussions, debates, reports, interviews, and demonstrations and in written captions, stories, and books.

The History Lessons for fourth grade represent extensions of the four guidelines for making "History Come Alive."

Sample Lessons

LESSON PLAN 1. The History in Names—People, Places, and Things

TOPIC: What clues to the past can be found in names of people, places, and things?

PREVIEW: Since names of people, places, and things are generally borrowed or coined from a combination of other names, they provide an avenue for tracing history through word heritages. Both family and place names can be easily categorized according to sources or derivations. Place names and the origin of family names can be located on maps for reinforcing geography skills. Names also have the motivational advantage of being a personal and natural way to involve the extended family in history homework.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (parts of speech, capitalization, language origins; dictionary study); Geography (locational skills); Study skills (classifying and graphing).

OBJECTIVES: As a result of this lesson, pupils will

- Trace historical developments in specified locations through names (Contributions/Commemoration; Influence; Study and Research Skills).
- Identify major cultural and ethnic groups and family heritage, past and present, in patterns of movement, location, and borrowings (Heritage; Patterns; Thinking Skills).

SUGGESTED TIME: Five to seven class sessions; a continuing activity.

MATERIALS/RESOURCES: Globe and maps; chart paper; clay, toothpicks, colored paper; worksheets representing dictionary entries; dictionaries giving name derivations, place name books, baby name books; various realia or artifacts; paper strips for bar graphs and for captioning displays.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Stimulate interest in the origins of personal names by asking each child to interview parents or guardians to determine the sources of his or her given names: "I was named for my two grandfathers." List the names and sources on a class chart. Ask students to use biographical name sections of dictionaries and baby name books to add columns listing countries of name origins and their meanings. Suggest to students that these borrowed names are part of their history or family heritage. Global connections may then be shown by writing names on small color-coded flags for country of origin and placing them on toothpick and clay stands on a large globe or map. Pupils may verify the dictionary origins by interviewing family members with such questions as "Where did our family originally come from?"

Developing the Lesson. Give each pupil a page representing a dictionary entry. The page should include labels and space for recording given and family names (phonetic pronunciations), parts of speech, name origin, definitions of the names, and personal synonyms.

After raising curiosity through personal and family names compiled in a "Class Dictionary of Names," extend the search with students' observations of names on public signs (streets, parks, rivers, bridges, cities, states, countries) and a close study of local and state maps. Use the dictionary page as a format for organizing a class "Place Name History" (see sample below). Once initiated, the book can grow throughout the school year with additions made as part of each new social studies unit or chapter and as pupils travel and contribute additional names. Guide the fourth-graders in noting that the names are borrowed and that each is a clue to the heritage or history of the person or place.

Sample Place Name Dictionary Entry

Place Name (pronunciation)—Plainfield (plan feld).

Name Origin—Named by Quaker settlers for the "plain people."

Definition—A town in Hendricks County, Indiana, laid out in 1839. (Many local details of the town can be added.)

Synonyms—Village, hamlet, group of buildings.

For more depth, involve pupils in hypothesizing about the origin of newly encountered place names. Note the different categories of names and list under headings such as "Nationally- known Persons" (Washington County); "Local Persons" (Culbertson Mansion); or "Groups" (Indiana); "Locations" (North Street); "Transfers" (Albany to New Albany); "Descriptions" (Buffalo Trail); "Indian Names" (Ohio River); "Other Languages" (St. Joesph Church); and "Events" (Grant Line Road for western boundary of George Rogers Clark's land grant following the War of Independence (Baker 1975, xi-xx). Encourage pupils to create their own or additional categories for classifying names on a large place name chart and in their "Place Name History." To illustrate the relative influence of each category, write place names on rectangular pieces of paper; form a graph of "Place Name Sources" by attaching the papers in a bar graph format to a bulletin board, large chart, window, or wall.

Involve pupils in organizing and labeling a display of things (realia) from the past and present which have descriptive names derived from their characteristics such as shape (spider skillet) or production (hoecake or funnel cake). They may be creatively involved in coining names of future places and things.

Closing the Lesson. Continue the activities as long as pupils are interested in adding to the class name dictionary and place name history, globe, charts, and displays. Organize a "History of Language Fair" with a display consisting of the above. Caption all displays to illustrate their history connections.

Evaluating the Lesson:
Key questions for the pupils.

How and why have people from the past been remembered?
What are some of the most important and frequent ways that people, places, and things are named or labeled?
What clues to the past and to change can be found in names?
Tell the story of your state by using names borrowed from other places.

ALTERNATIVE TEACHING SUGGESTIONS:

Expand the class name dictionary to include teachers and the principal of the school, local representatives to state government, and the governor. Use letters of inquiry and interviews to acquire the information.

Extend research into place name histories through interviews of older people and government officials. Look through telephone books and old newspapers to find corresponding names on local maps; also note names which may reflect ethnic origins. Visit cemeteries as a class or homework assignments to collect names and dates of early families and well known persons for whom places in the community, state, and region have been named.

LESSON PLAN 2. The History in Foods and Their Preparations

TOPIC: How did the "hoe" get into the hoecake? How did the "funnel" get into the funnel cakes?

PREVIEW: Try the old cliche, "The way to a man's heart is through his stomach," with a twist. Fourth graders will enjoy and remember history through the preparation and consumption of pioneer and ethnic foods. The following lesson plan gives two examples involving history reflected in the process of cooking and name derivations.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (collecting and following recipes); Language Arts (rewriting recipes); Math (measuring ingredients); Thinking skills (sequencing in flow charts, comparing and contrasting).

OBJECTIVES: As a result of this lesson, pupils will

- Identify ways in which the process of preparation and basic food ingredients reflected the lifestyle and resources of early pioneers in the state (Time Periods; Inquiry Skills).
- Identify food contributions of ethnic groups (Heritage; Study and Research Skills).
- Contrast and evaluate changes in food sources, utensils, and the cooking process (Change; Thinking Skills).

SUGGESTED TIME: Three to five sessions.

MATERIALS/RESOURCES: Recipes, plain corn meal, other ingredients (See Resource Sheet); hoe; open charcoal or wood fire; funnel; electric skillet; chart paper and markers

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Set up an arranged environment consisting of a hoe (remove the handle if possible), a cloth bag of corn meal, a small container of bacon grease, a wooden bowl, and a spoon. If possible move the class to an outside setting where an open fire has been built; if not, simulate a similar classroom environment. Pose the hypothetical situation: "You are a member of a pioneer family heading west; you are traveling as light as possible having brought along only the most basic of needs." Brainstorm and list these needs by categories of food, shelter, clothing, and tools. Add the items in your display to the list. Explain to the pupils that pioneers often removed parts of tools that could be replaced in their new location and transported only the iron portions. Continue the hypothetical situation: "The family is very hungry and food is limited to a bit of corn meal, perhaps a few salt grains, and a little grease or lard made from fat of an animal. What are you going to do?"

Developing the Lesson. Discuss the family predicament using items from the display as a stimulus. Instruct the class in small groups to create their own "Flow Chart" recipes using available ingredients and local resources. See the Resource Sheet for one example. Guide them with questions: What ingredients are available? What cooking resources might be found in the local environment (wood, water, perhaps salt)? How will the food be mixed and cooked? The class may discover they have two options: Roll the corn meal mixture into a ball and place it directly in the ashes (the American Indian corn pone) or spread a thin mixture on the greased blade of the hoe (the early pioneer hoecake) placed on the hot coals. Discuss the names of the cornbreads and taste, discuss, and experiment with ways the cornmeal recipes could be improved with salt, bits of bacon, and scarce ingredients of baking powder or soda, eggs, and milk.

During a following lesson introduce another pioneer food utilizing flour as an ingredient. Contrast the availability of cornmeal and flour (or other local ingredients such as acorn meal in the Northwest) to early pioneers traveling through or settling the state. Since corn was the hardier plant and did not require a fine milling process, it was much more likely to be the staple of the pioneer diet. Flour, therefore, was a delicacy used for special occasions and after communities were well established with a local mill. Now introduce the question: How did the funnel get into the funnel cakes? After listing hypotheses, demonstrate the preparation of funnel cakes. Share that for very special celebrations pioneer children looked forward to this sweet treat. While demonstrating the modern-day preparation, ask children to write a pioneer recipe for funnel cakes in the form of another flow chart. You may wish to require detailed descriptions including the preparation of the wood fire.

Closing the Lesson. After demonstrations, tasting, and the preparation of flow charts, compare the recipes for hoecakes and funnel cakes: How are they alike and different? What does each tell you about the resources and times when the recipes were used? Plan a tasting party displaying recipes and food items representing popular foods of early settlers in the state. These may be indigenous foods or those brought by ethnic groups.

EVALUATING THE LESSON:

Key questions for the pupils.

What can we learn about our early history from foods and their preparations?

How did pioneers cope with lack of foods and utensils? What can we learn from them?

What changes can be identified in foods we eat today and their preparations? How do these changes influence the way we live?

ALTERNATIVE TEACHING SUGGESTIONS:

Collect early cooking utensils; write a fact card about each for a display; include dates and uses.

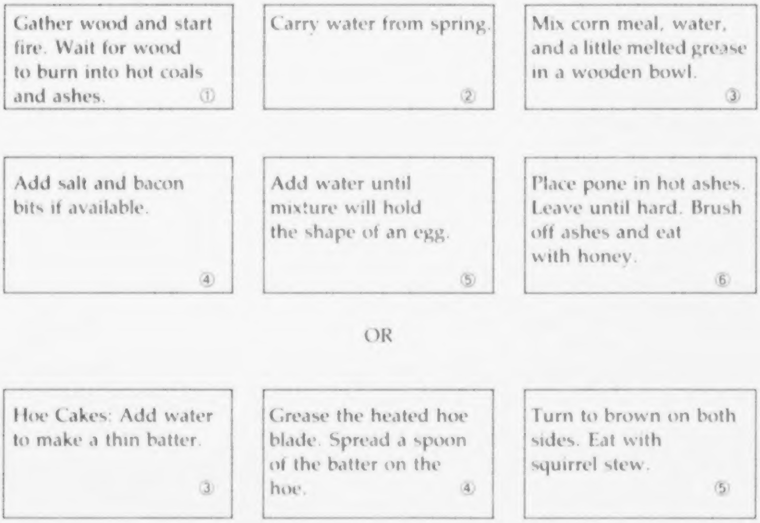
RESOURCE SHEET FOR LESSON PLAN #2

Recipe for Funnel Cakes

7 cups of sifted flour	6 eggs
1/4 teaspoon baking powder	4 cups of milk
1/2 teaspoon baking soda	Lard or vegetable oil
Pinch of salt	Powdered sugar

Beat eggs in a large bowl; add milk; sift and stir in dry ingredients until batter is smooth; add milk until the consistency of pancake batter. Heat lard or vegetable oil to 400 degrees. Pour 3 tablespoons of batter in a funnel while holding thumb over spout. Let batter slowly swirl into the hot grease. Fry until cake is golden brown; remove and dust with powdered sugar.

Sample Flow Chart for Corn Pones and Hoe Cakes



Gather wood and start fire. Wait for wood to burn into hot coals and ashes. ①

Carry water from spring. ②

Mix corn meal, water, and a little melted grease in a wooden bowl. ③

Add salt and bacon bits if available. ④

Add water until mixture will hold the shape of an egg. ⑤

Place pone in hot ashes. Leave until hard. Brush off ashes and eat with honey. ⑥

OR

Hoe Cakes: Add water to make a thin batter. ③

Grease the heated hoe blade. Spread a spoon of the batter on the hoe. ④

Turn to brown on both sides. Eat with squirrel stew. ⑤

LESSON PLAN 3. Let's Dig Into the Past, Present, and Future

TOPIC: What clues to the past, present, and future can be found underground?

PREVIEW: Most history books are arranged chronologically from early to modern times. The teacher with imagination has the opportunity to approach history in a unique way and in reverse order simply by using the analogy of ground as a "history book" opening by strata "pages" to the very distant past. Start with garbage of a local site—perhaps from the classroom wastebasket—and describe evident lifeways of inhabitants; create simulated sites of early pioneers in the area; continue with indigenous people as farmers, scientists, architects, hunters, and gatherers with fragments of artifacts at varying layers; terminate with examples of animal and plant fossils representing as much as 400 million years ago when coral seas covered large areas of the United States. Pupils at this level will not be able to conceptualize millions of years or the uneven distribution of years within periods, but they can begin to order the past in terms of human tradition, connect present with past, and perhaps see how evidence of the "Now" generation may affect the future.

CURRICULAR CONNECTIONS/INTEGRATION: Math (numerical order); Geography (grid locations and mapping); Language Arts (vocabulary, chart writing, labeling).

OBJECTIVES: As a result of this lesson, pupils will

- Trace the development of lifestyles and institutions in sequential archaeological periods without precise time references (Institutions, Change; Thinking and Inquiry Skills).
- Grid and record archaeological data on maps and charts (Chronological Order/Time; Thinking and Inquiry Skills).
- Express an increased awareness of and interest in vanished, current, and future cultures (Cause and Effect/Alternatives; Valuing; Thinking Skills).

SUGGESTED TIME: Three to five sessions; may be used as a preview to an initial unit, interspersed as topics develop, or as a summary to reinforce concepts and study skills.

MATERIALS/RESOURCES: "Dig" boxes of different colored soils, sand, gravel, mosses, grasses, twigs, etc.; real or simulated artifacts and fossils or numbered sketches, photographs, and slides showing representative of varying periods of time; tape and string; digging tools such as spoons, knives, and brushes to represent trowels, shovels, etc.; job labels; grid maps; data and vocabulary charts.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Collect shallow square boxes (about 20 inches); reinforce corners with tape; assemble materials for site construction; organize artifacts and fossils by time periods. (See Resource Sheet for details.)

Simulate strata with different soils (potting soil, sand, silt) layered from earliest periods to current time; integrate at appropriate layers the fossil and artifact representations or numbers referring pupils to a file of visuals. Represent locations of disturbed soil (mounds) and decaying woods of postholes, walls, etc., with darker soils; add fire and storage pits with charred wood and seed residue; represent water bodies with sand and gravel.

Developing the Lesson. In conducting the dig, caution pupils that there is only one chance to piece together the history told in the layers of soil; therefore, they must work with extreme caution. The class may first practice digging, recording, and inferencing skills on a wastebasket or a bag filled with garbage to emphasize "reading" the near past from artifacts.

Group, define, and label pupils' archaeological roles—diggers, map plotters, sketchers (photographers), recorders, and researchers. Give every child at each box "site" an important job. Start a vocabulary chart of archaeological terms—site, excavation, artifact, trowel, etc.

Grid the site with tape and string in even sections of about 5 inches to represent the 5- to 10-foot squares of real sites; place numbers and letters on sides of box site for grid identification.

Instruct pupils to survey and map surface topography for signs of disturbance—mounds and different vegetation and soils.

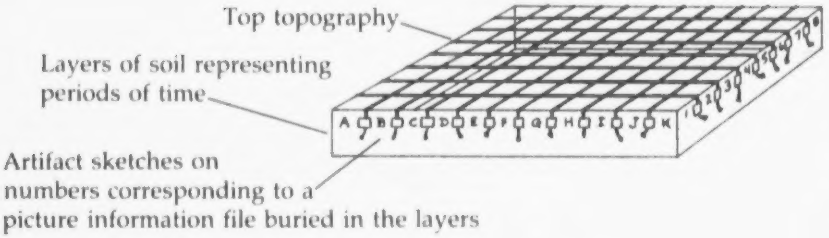
Prepare a grid on sheets of paper for mapping the site at varying levels. Use the same grid pattern and size as the string on the dig box or a scaled model if pupils are ready to handle the difference in ratio. Decide on a plan for digging.

Dig very carefully by layers and grids. As the digger locates an artifact (number or picture), the map-plotter fills in the location and assigns a grid number (A-3) on the map; the photographer sketches the artifact or tapes the replica on the data chart; the recorder enters the grid information on the data chart; and the researchers use reference materials to add to the chart. Pupils may rotate jobs for experience as the dig continues. (See sample of Data Chart on the Resource Sheet.)

Closing the Lesson. Use the site strata maps and data charts to establish hypotheses based on current information; continue research to "prove" and correct hypotheses (this process may be simplified by having pictorial artifact charts, data cards, and resource sheets coded for time periods); write summaries of findings in chapters representing strata and periods. Emphasize that the history formed by these chapters is incomplete and may be added to as more data are found during the year.

RESOURCE SHEET LESSON 3

Preparation of Site Box for Dig

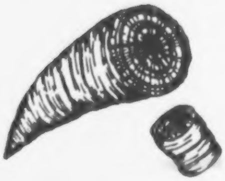

Top topography
Layers of soil representing periods of time
Artifact sketches on numbers corresponding to a picture information file buried in the layers
A
B
C
D
E
F
G
H
I
J
K
1
2
3
4
5
6
7
8

Sample Artifact Charts

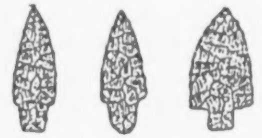
Our Hypotheses and Facts about							
Grid Location	Family Life	Homes	Religion	Education	Government	Leaders	Recreation

# of the Artifact	What it is made of	What it was used for	Who used it	Where it was used	When it was used	Other information

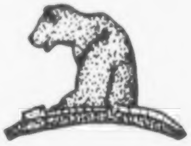
Sample Fossils and Artifacts for Placement in Dig Box or on Reference Cards



Horn Coral and
Crinoid Stem from
Devonian and Silurian Seas
(350-400 Million Years Ago)



Projectile Points
Early Woodland Indians



Effigy Platform
Pipe
Middle Woodland Indians

Note: Simple sketches as these may be buried in the "dig" box or placed with additional information on numbered reference cards with corresponding numbers layered in the box.

EVALUATING THE LESSON:

Re-establish the purpose of the dig. Discuss how the "box dig" was different from a real archaeological site dig and what changes pupils would make if doing future digs.

Key questions for the pupils.

What do the artifacts tell you about a place and people who lived there (family life and homes, religion, education, government, and leadership)?

What activities did they carry on? What resources did they use? How do they compare with yours?

How did you know the order of the periods of time? Give each time period a name which will best describe its characteristics.

How is your life today affected by past periods of time found in the dig? How are we likely to shape the future? How could we make a better future?

ALTERNATIVE TEACHING SUGGESTIONS:

Focus site discoveries on different cultural groups or a single group at varying time periods represented in each "dig" box. Post artifacts on a time line for visual reinforcement of the order of time periods and change. Engage groups in setting up their own dig of the future. Have other groups excavate the same dig box and interpret findings for comparisons.

LESSON PLAN 4: Organizing the History of Our State and Region

TOPIC: How has our state and region changed throughout time?

PREVIEW: This lesson plan suggests an organizational pattern—a large data retrieval chart made up of information sheets posted on shelf paper—for involving fourth-graders in an in-depth study of their state and local region during varying time periods. Intended to be a continuing project, the pupils compile their own state's history and compare it with events which occurred in their region.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (data collection); Language Arts (writing); Geography (locational skills); Research and Study Skills.

OBJECTIVES: As a result of this lesson, pupils will

- Identify and compare changes in their state and region by time periods (Change; Time Periods; Thinking and Inquiry).
- Begin to identify connections between periods of time in the past and present; and predict, on a limited scale, conditions of the future (Connections to Future; Thinking and Inquiry Skills).

SUGGESTED TIME: Three sessions initially and a continuing activity.

MATERIALS/RESOURCES: A large bulletin board or wall for posting a data retrieval chart made up of long strips of shelf paper labeled with regional headings and cross-sectioned into time periods; writing paper for recording data (the advantage of the sheets and shelf paper strips is that they can be easily removed, revised, or rearranged with additional recording); tape for attaching sheets; wall map showing state and region; yarn for showing connections between data sheets; "pen pal" classes in neighboring states (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Ask the pupils to name the states (or other land areas) which border on their own. Pose the question, "How many of you have traveled to these states? What do you remember most about them?" (If necessary, start the pupils by asking such questions as: "What did it look like?" and "What did you see?") As each bordering state is mentioned, record the students' descriptions on a separate piece of chart paper. If several pupils have visited a state, collect additional descriptions until little new material is offered. Point out that these are characteristics of the states as they are now and in the recent past of their lifetime, and write the date for this span of years next to the characteristics which have been listed (e.g. 1978-1988).

Focus the group's attention on the similarities and differences in the descriptions they offered for the surrounding states and ask them to identify characteristics which apply to their own state. List these on a separate sheet of paper for the home state.

Developing the Lesson. Point out that their state has not always looked like it does today; that many things have changed since prehistoric times. Tell the pupils that as they learn more about the history of their own state and how it has changed, they will be studying changes which occurred in the region at the same time.

As the students delve into the history of their state, stop periodically to have small groups research what was happening in neighboring states throughout the region. Focus research on important trends and events which may have influenced the region. Share the results of the research and help the students to notice similarities and differences. Compare events and trends from the same time period across the different states.

Closing the Lesson. Once facts from pupils' travels, previous study, and initial research have been recorded and organized by time periods and states, continue locating similarities, differences, and chains of related events. These relationships across states and periods of time may be visually reinforced by using colored yarn to connect information sheets having similar facts. Ask students to orally summarize commonalities and changes in their own words.

EVALUATING THE LESSON:

If the teacher wishes to give students a written test, consider the possibility of having them use their retrieval chart.

Key questions for pupils.

How have the states and regions changed over the time periods?
How have they been alike and different in these changes?
How have prehistory and early history periods influence life now?

ALTERNATIVE TEACHING SUGGESTIONS:

Identify a fourth-grade class in each neighboring state and share state histories for each period. Exchange questions and answers, copies of the students' reports, and other information resources.

If students are mature enough to deal with the future, add a future section to the retrieval chart. Brainstorm and record changes as a test of the students' understanding of connections of past, present, and future and their ability to relate known to the unknown.

Use the same organizational pattern to study the geography and economics of the regions.

HISTORY LESSON 5: History Written in Stone: A Visit to the Cemetery

TOPIC: What can we learn about our community and state in a local cemetery?

PREVIEW: One of the most concentrated records of the past can be found in old cemeteries and their records offices. A cemetery is a natural place for students to become history detectives. They can discover and interpret tangible evidence about people of the community, their values, and social patterns; they can locate clues to important events of the state and nation. The cemetery is a place to learn through a multi-sensory and multi-disciplinary approach.

For maximum gains from the study trip, fourth-graders will profit from small group work under the close supervision of adults. Consider the possibilities of a study partnership with a high school history class, a local university methods class of pre-service teachers, retired teachers, interested community residents, and parents. It is very important that the supervisors be involved in the orientation and initial preparations for the trip. Be sure to check all details with cemetery personnel, including access to old records, and invite them to the orientation. Keep careful records for future study trips and guidelines for families who may wish to extend the experiences in their own cemeteries.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (decoding and analyzing visual symbols); Math (arranging dates and events, computing time between dates); Language Arts (copying scripts, collecting and writing epitaphs); Art (collecting rubbings, analyzing stone shapes and symbolism); Health (noting trends in life spans, clustering causes of death).

OBJECTIVES: As a result of this lesson, pupils will

- Compile data in an organized way to determine patterns of living and dying (Patterns; Study Skills).
- Collect evidence of change in customs, beliefs, and lifestyles (Change; Research Skills).
- Locate signs of conflict and results in tolls on human life (Conflict; Thinking Skills).
- Recognize ways in which leaders and family members have been commemorated (Commemoration; Valuing Skills).
- Describe characteristics of time periods (Time Periods; Thinking Skills).

SUGGESTED TIME: A minimum of three lessons.

MATERIALS/RESOURCES: Sample rubbings and slides (if possible); for each group: a garbage bag filled with sheets of newsprint (available in rolls from printing companies) cut in approximate sizes of most tombstones; large dark and bright crayons for making rubbings; strips of masking tape (pre-cut and attached to wax paper); for each pupil: a data board of stiff cardboard with attached data sheets for recording symbols, dates, causes of death, events, people of prominence, etc.; pencils and other necessary items for specific tasks; a stiff brush in case of accidental crayon residue on stones.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Introduce pupils to the idea of a study trip to a local cemetery with an attitude continuum on which they can record a range of pre- and post-visit opinions about the setting as a place to learn. Emphasize that they should record their true feelings and that they will have the opportunity to respond to the questionnaire again. Then share several rubbings that have been made on a pre-trip planning investigation of learning possibilities (an absolute necessity). If possible show a series of slides which can be used as a basis for pretrip motivation and instruction for specific tasks to be carried out on site.

Developing the Lesson. Provide each group with a bag of general supplies; make each child responsible for completing a data board with work sheets attached. Design a few well-structured experiences and add to them year by year. Choose from the following examples activities which can be best tailored for the chosen cemetery and the maturity level of pupils and supervisors: Make rubbings of the most beautiful and interesting stones in terms of shape, script, epitaphs, and symbolism; make rubbings of stones which tell about our state at different time periods. Using a site map, conduct a scavenger hunt for the oldest stones, monuments of specific persons who have been commemorated for special contributions (especially persons who made have been well known throughout the state), ethnic origins from listed birthplaces, occupations, and other information (see resource sheet). Survey and tally the frequency of symbols and shapes. Survey for military symbols; list battles, wars, and dates. Search old cemetery records for causes of death, names of diseases which are no longer familiar, and clusters indicating epidemics (most current records do not include these specifics). Make family trees and timelines for specific plots. The list is endless; use your imagination!

Closing the Lesson. Allow time for completion and display of rubbings and data. Write, proof-read, and orally rehearse summaries of findings for each assigned task. Invite other classes, faculty, parents, the class supervisors, and cemetery personnel for a "Cemetery History Day." Consider an open invitation in the community newspaper.

EVALUATING THE LESSON:

Ask the class and supervisors to make suggestions for future Cemetery Days. Resubmit the initial attitude continuum to your tired but motivated pupils.

Key questions for the pupils.

What did you find about ways people lived and died in the past? What evidence do you have from your data?

What changes did you find in customs? ... beliefs? ... life-styles? What proof do you have from your data?

What symbols of wars, other conflicts, and military service did you find? What do you know from the information given?

Who was the most well-known person you found buried there? How did you know? How have they and others been remembered?

What was the oldest date you found? ... latest? ... the most frequent period of time? What do these tell you?

ALTERNATIVE TEACHING SUGGESTIONS:

Write personal, teacher, and principal epitaphs. Investigate sources of unusual names found on stones; extend to study burial customs of other countries and ethnic groups. Design a cemetery of the future. With minor variations this lesson plan can be used at any intermediate grade level and the study trip can be repeated any number of times.

RESOURCE SHEET FOR LESSON 5

Gravestone Symbolism

Usually there are eight basic types of symbols used on gravestones: (1) plants; (2) world creatures; (3) technologically-oriented items; (4) heavenly bodies; (5) architecture; (6) supernatural creatures; (7) emblems and devices; and (8) geometrical figures.

Match the specific examples below with the types above by writing the numeral in the blank. Then do a survey in the cemetery. Place a mark by each symbol you locate. Add other symbols to the list. Write your own definitions for checking later.

_____ **Angel**—A design commonly used until late in the 19th century which represents a belief in material existence after death.
_____ **Brick Wall**—Stands for Paradise as a walled garden.
_____ **Broken Flower**—Life which has been cut down in bloom.
_____ **Cherubs**—Happy and innocent beings which stress the resurrection and heavenly reward.
_____ **Clasped Hands**—A design indicating continuing devotion. (The hand doing the clasping usually was that of the opposite sex of the deceased except in the case of unmarried females.)
_____ **Coat of Arms**—A design used for officials.
_____ **Cornucopia**—Horn of Plenty or a full life.
_____ **Crown**—Heavenly crown meaning resurrection.
_____ **Dove**—Often represents a child or Christ.
_____ **Dove of Peace**—Symbol coming into use during the Civil War.
_____ **Finger Pointing Heavenward**—A design indicating the deceased had gone to Heaven. (If an adult, the hand usually was of the opposite sex; if a child, the hand was most frequently that of a woman.)
_____ **Flame at the Top**—Soul escaping and rising.
_____ **Flowers**—Roses, lilies, daisies and fern fronds commonly used; lilies meant purity and remembrances.
_____ **Flower Bud or Broken Bud**—Stands for the death of a child or "budded on Earth to bloom in Heaven."
_____ **Grapevine**—Stands for Christ, the vine, and people as branches; also represents ripe fruit harvested.
_____ **Harp with Broken Strings**—Life in no condition to function any longer.

____ **Holy Bible**—Frequently used either open (Christian) or closed (death). (If open vital statistics are often given or the citation to the text of the funeral sermon.)

____ **Hour Glass**—Usually depicts that the sands of time have run out.

____ **Ivy Leaves**—Clinging to the cross.

____ **Lamb**—One of the most frequently used of all symbols for a child or a mother and child who died in childbirth.

____ **Lamp of Life**—Life extinguished or darkness.

____ **Opening Gate**—The gates of Heaven.

____ **Palm Leaves**—Stand for peace, victory, and excellence.

____ **Rising Sun**—Light streaming up to Heaven; life gone to Heaven.

____ **Serpent Eating Its Tail**—Means eternity or immortality.

____ **Ships**—Means that the person was in that occupation or that the ship had run its course.

____ **Tree Trunks**—A popular symbol in the 19th Century with limbs cut or broken to indicate various family members; sometimes embellished with nesting doves or other designs.

____ **Weeping Willow Tree**—An early symbol of eternal life that appears in many variations; represents the forsaken or those left behind; also stands for healing.

____ **Wreath**—Means mourning for the departed.

Additional Activity Ideas

1. Plan a day's menu using only local food resources; extend by having pupils check labels for sources of foods they eat daily; prepare a map with strings from your state to the source of the imports; contrast and show growing interdependencies characteristic of current times. Collect recipes which represent ethnic groups throughout the state.
2. Create "Famous People" books. Each pupil presents him/herself as a famous person from state history. Pupils research their person and write their history in the first person. Illustrate the books with line drawings and water colors.
3. Visit a monument company. Invite in resource persons such as funeral directors, morticians, and stone carvers. Investigate occupations connected with the cemetery. Interview elderly persons about funeral customs of the past.
4. Draw an enlarged outline map of state and county boundaries by using an overhead or opaque projector. Involve pupils in recording important historical dates and events on the map. Color code the dates by periods of time.

CHAPTER SEVEN

Fifth-Grade History Experiences

Explorers Leif Ericson, Columbus, and Champlain typically are used to introduce fifth-graders to their study of the United States and its neighbors. The theme of explorers continues with colonists, westward settlers, "Gold Rush" gamblers, and space-age explorers such as Carpenter and Glenn. What a happy coincidence for the study of history that fifth-graders are explorers, too!

The fifth-grader is ready to become an explorer of other times, places, and people's lives through research and higher order thinking skills. The pupil's natural interests in science, travel, and biography set the stage for exploring the "little known." The increasing ability to group facts using multiple criteria opens possibilities for exploring cause-and-effect chains and for using concepts to organize data for more depth than previously possible.

The child in the fifth-grade is changing to become more independent of adults and more influenced by peer groups. He or she may be restless, bored, argumentative, highly competitive, and insecure at times. While seeking peer approval the fifth-grader may challenge the teacher's knowledge, control skills, and ability to motivate learning. These same characteristics can be turned to advantage by the master teacher who, in turn, can redirect fifth-grader to challenge accounts of history. This teacher can at times reverse the role of information-giver and authority to play the devil's advocate; engaging pupils in actively examining historical facts and claims through a variety of data and debate. Yes, the fifth-grade teacher plays a key role in guiding pupils to explore history rather than merely to accept it as a set of isolated and memorized facts.

Goals for Fifth-Grade History Instruction

Fifth-graders should achieve the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Recognize change and influence by linking major events and people contributing to the the development of the United States as a new nation and as a world leader (Change; Influence).
- Identify and analyze cultural characteristics, motivations, and contributions of populations making up the United States and its neighbors (Heritage; Contributions).
- List ways in which states, regions, and neighbors are both similar and diverse (Similarities/Diversities).
- Identify problems and conflicts experienced by different regions and neighbors and evaluate solutions on a limited scale in light of

alternatives and consequences (Conflict; Alternatives/Consequences).

Skill Goals. Pupils are expected to

- Collect and organize data into conceptual categories (Study and Research Skills).
- Pose hypotheses and ask questions which will lead to tentative identification of causal relationships (Thinking and Inquiry Skills).
- Examine through comparison and debate the authenticity of data and begin to prove their individual views (Valuing Skills).

Value Goals: Pupils are expected to

- Express an appreciation for the diverse cultural heritage and freedoms of the United States (Heritage; Freedom).
- Demonstrate their willingness to assume citizenship responsibilities as a member of varying groups and as a future voter, decision-maker, and leader (Social Participation Skills; Contributions).
- Show respect for current and past leaders who have positively influenced the path of history in their views (Leadership/Influence).

Improving the Existing Curriculum through History

Fifth-graders' natural interests in travel, science, and biography provide reading avenues into the study of history. The teacher, with a little imagination, can redesign traditional textbook studies of states and United States' neighbors to focus on simulated travel through regions and time periods. Reading materials may vary from travel brochures to historical fiction. Books on science topics often treat "change" as a result of "technology," certainly two important history concepts, and science fiction may be the means of motivating the most reluctant reader to connect history with the future.

Students may come to see biography as the history of people set in a particular time period; people who have influenced the way things are today. They can further study people and places of current influence through the news media. Observing the evening television news provides terminological and conceptual readiness for reading the newspaper the next day and another version for critical comparison of factual content. News media may be used to keep the social studies textbook current and as connecting links between the past, history unfolding, and the future. These are but a few examples of ways by which the fifth-grade teacher can wean pupils from the "reading circle" to "real reading" through investigating history content.

Another skill currently receiving attention of educational researchers is that of higher-level thinking. Karras (1987, 13) clearly focuses on a related problem in the teaching of history: "Sometimes the facts are taught, and sometimes thinking skills are taught; but seldom are they taught together. . . . The result is an unhappy divorce between higher-order thinking skills and history that is harmful to both." How does the teacher begin to "interlock" history content with thinking skills in the elementary classroom?

Most fifth-graders are intellectually ready to make higher-order mental manipulations in guided contexts. They can consciously organize a variety of learning resources filtered through differing intake systems such as observing, listening, reading, processing, constructing, smelling, and tasting. Fifth grade is an optimal learning period for pupils to be introduced to thinking as a skill to be learned and practiced, just as they have learned to decode in reading and compute in math.

Such a system for ordering thinking skills has been developed by Presseisen (1987). While the model has potential for interlocking history facts with thinking, the teacher is warned that any system will have little permanence or effect if limited to history instruction alone.

Presseisen organizes the "Model of Essential Thinking Skills" into five major categories of increasing complexity and abstractness. Each is adapted to the fifth-grade level and illustrated as follows.

Qualification (isolating unique characteristics, clarifying definitions, stating known facts, identifying problems and tasks). Example: While examining an arranged environment of artifacts, pictures, and books, the fifth-graders brainstorm and record facts and hypotheses about an event, period, individual, or group; they record questions to be investigated.

Classification (determining common qualities). Example: Pupils sort and group their facts, questions, and materials into clusters sharing similarities; they find labels for the clusters; they pose additional questions to be researched, assign group tasks, and identify logical sources.

Relationships (finding patterns, sequences, order, and hierarchies for drawing logical deductions and generalizations). Example: Fifth-graders collect, organize, and share facts through retrieval charts, displays, timelines, and discussions; they regularly summarize each experience by looking for ways their clusters of facts relate and for patterns reflecting order and related characteristics.

Transformations (relating known to unknown and creating new meanings). Example: While sharing answers to the growing question list, correcting the initial brainstorming chart of facts and hypotheses, and making summaries from cumulative data, pupils begin to examine what is now known for possibilities of applying and testing similar questions, answers, and organizational structure with other times, places, events, and people.

Causation (interpreting, judging, and predicting). Example: After verbalizing the meaning of their experiences in their own words, pupils evaluate the results and significance to them and others (at their maturity and experiential levels); they experiment with predicting future chains of events based on past and present patterns.

For more specific examples, the lesson plans which follow emphasize "The Essential Thinking Skills" model using history content as the medium for engaging facts with thinking.

Sample Lessons

LESSON PLAN I: Learning History through Mapping

TOPIC: What if the United States had been settled from west to east?

PREVIEW: Fifth-graders may be given a preview to the history of the states along with a concurrent review of geography skills through the medium of a large plastic floor map. Students may progress through Presseisen's first three levels of thinking skills—qualification, classification, and relationships—as they establish patterns of settlement and states' admission to the Union. The map may be used for further extensions of research and higher-order thinking skills.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (informational level); Geography (mapping cardinal and intermediate directions, locations; legends); Math (graphing the relative sizes of states); Study Skills (classifying and inferring from data).

OBJECTIVES: As a result of this lesson, pupils will

- Identify patterns of settlement reflected in states' date of admission into the Union (Patterns; Thinking and Inquiry Skills).
- Use knowledge of settlement patterns to infer ethnic composition of states (Heritage; Thinking and Inquiry Skills).
- Identify periods of rapid and slow change in the settlement and admission patterns of the state (Change; Time Periods).

SUGGESTED TIME: Two sessions.

MATERIALS/RESOURCES: Heavy transparent plastic (4 mil building plastic) cut in sheets as large as floor space will allow; permanent markers of assorted colors for outlining map and adding color-coded dates to map; transparency of the United States and an overhead projector for enlarging the map; text and resource materials on the states; compass and cardinal and intermediate directional signs.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Push desks back and roll out a large plastic map of the United States with the states' boundaries pre-drawn and labeled in heavy dark markers; include parts of Mexico and Canada. (If the floor covering is dark, place the map on a white sheet for contrast.) Post cardinal and intermediate directions signs on the walls.

Gather the pupils around the map's perimeter with social studies textbooks opened to a world map and positioned to be congruent with the United States map even though some will be viewing the maps upside-down.

Developing the Lesson. Ask, "Where did the first permanent settlers to North America come from?" Once the European background is reviewed, ask, "What if the land now called the United States had been located in the opposite direction?" Actually turn the large map so California is now on the east coast. Using their textbook world maps, pupils now brainstorm differences this would have made in the settlement and living patterns of different regions of states: "California, Washington, and Oregon might have been settled first, or the settlers in Jamestown, Virginia might have been Chinese; Florida would be colder, and Canada could ship us citrus fruits." After pupils have enjoyed discrepancies and noted the influence of direction and locations, relocate the map and assign group responsibilities for determining when states were admitted to the Union and where the people came from. The teacher may provide a data sheet of basic information or reference books for research.

Start recording years of admission on the map with a color code designated by a map legend. Each color should represent a period of time: Dates written in red markers might indicate admission between 1776 and 1800; blue, 1801 to 1825; green, 1826 to 1850; etc. Directional arrows may be added as pupils find information about routes of migrants to the states.

Closing the Lesson. Once pupils have recorded dates and routes (qualification level) and grouped these into color-coded clusters by time periods (classification); they are now ready to sit back and look for patterns and sequences (relationships). Note: The definitions for Presseisens's "Thinking Skills Levels," in parentheses, can be found in the introduction to this chapter.

EVALUATING THE LESSON:

The following questions should be asked to re-emphasize the relationships shown on the map.

Key questions for the pupils.

What if the United States had been settled from the west to the east?

What settlement patterns can you identify from the colors on the map? Where were the earliest settlements? Where were states first admitted to the Union? ... last admitted? Explain this pattern.

What do the settlement patterns tell you about the background the early settlers in the states?

What clues would you expect to find where they settled?
During which periods of time were the most or least states admitted?

ALTERNATIVE TEACHING SUGGESTIONS:

Continue recording data directly on the large map and/or prepare overlays for regional divisions, locations of capitals, large cities, products, and historic events. Make comparisons of states and regions of states by taking advantage of the large map to determine the relative sizes. To accomplish this, lay a piece of string along each boundary; make an upside-down graph by taping each string to an axis labeled with the corresponding states' name. When not in use, display the floor map against windows. It will draw much attention!

LESSON PLAN 2: Packing a Suitcase of History

TOPIC: What would be important to pack in a history suitcase for China?

PREVIEW: The prime purpose for this lesson is to establish in fifth-graders an attitude of openness and curiosity about a culture and location very different from their own, yet one sharing many similarities in human and topographical features. The lesson's initial packing list for the trip to China focuses attention on fifth-graders' concepts of the most important events from their country to be communicated to the Chinese people and, in turn, what they think the Chinese people would most desire to be relayed about their culture to people of the United States. Pupils are then encouraged to revise the list and use it as a data organizer for summaries at the end of the study of China.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (vocabulary); Language Arts (note-taking).

OBJECTIVES: As a result of this lesson, pupils will

- Recognize, evaluate, and compare achievements and contributions of the United States and China to other cultures (Achievements/Contributions; Thinking and Inquiry Skills).
- More openly accept diversities of culture and communicate these from others' perspectives (Freedom; Heritage; Valuing and Social Participation Skills).

SUGGESTED TIME: One session in beginning and one session at end of unit.

MATERIALS/RESOURCES: Suitcase and sign; construction paper cut in shape of suitcase; textbook and reference books on China.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Display a suitcase with a sign "China or Bust" attached to the side. Invite fifth-graders to join you on a simulated trip to China. The purpose of the trip is to investigate and share the histories of the United States and China. Inform pupils that they should make a packing list of items and photographs which would best enable them to tell the Chinese people about the history of the United States. Since there will be language barriers, it is important that they think first about the most important events shaping United States history and then how they can best "show" this history.

Developing the Lesson. Group pupils to start their packing lists on construction paper suitcases. After a few minutes compile the list on a chart encouraging contributors to explain why they chose each of the events and the items (photographs, coins, flags, books) which will best explain their significance. Now turn the fifth-graders' attention to what they might bring back from China to explain to family and friends the rich heritage of the Chinese people. Scan textbooks, travel brochures, reference materials, and library books. Start individual packing lists and a composite class chart.

Closing the Lesson. Explain to pupils that they may wish to revise their lists as they experience the Chinese culture through their study in the next few days. For each item on the list, they must be able to explain its significance in shaping Chinese history.

EVALUATING THE LESSON:

Key questions for the pupils.

What achievements and people are most remembered in the United States and in China? How are these alike and different? What contributions have the each made to other cultures?

If you were to share your list with a group of Chinese pupils your age, what would be their impressions of the United States? From what you know now, what is your impression of China and the Chinese people?

ALTERNATIVE TEACHING SUGGESTIONS:

Pupils may extend the activity into the geography and economy of China by making a packing list of personal items needed while visiting the country for a specified period. Explain that they are each limited to seventy pounds, including the weight of the suit case, for most international air travel. Provide catalogs and scales for tabulation of weights on the lists.

Pupils may end the unit by sharing their revised packing lists both to and from China.

Pupils may use their packing lists as a basis for interviewing a native Chinese or a person who has recently visited the country.

LESSON PLAN 3: Investigating and Comparing the Lives of Recognized Leaders

TOPIC: What if I live to be a hundred?

PREVIEW: Fifth-graders are naturally interested in biographies; they are also entering the "hero worship" stage. This lesson plan suggests a way of focusing their reading and free-time interests on constructing personal lifelines for comparison with the lives of their favorite characters of historical significance.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (biographies); Language Arts (book reporting; writing and oral sharing skills); Study Skills (ordering information chronologically; classifying and comparing).

OBJECTIVES: As a result of this lesson, pupils will

- Recognize in themselves and others qualities which characterize leadership and influence (Leadership; Influence; Valuing; Social Participation Skills).
- Consider personal responsibilities and motivations for future achievements in comparison to those of chosen heroes (Responsibility; Achievement; Social Participation Skills).
- Order chronologically and by established periods of time important events, decisions, and accomplishments in personal and heroes' lives (Sequence; Time Periods; Thinking and Inquiry Skills).

SUGGESTED TIME: Three or more sessions.

MATERIALS/RESOURCES: Biographies of historical characters; light-colored string cut into 36-inch segments and marked with bright pen at ten three-inch intervals, each representing a decade in time (two per pupil); paper strips for recording events; tape for recording events; tape for attaching strips to string.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Informally gather the fifth-graders in a circle for discussion and sharing. Using a personal lifeline as reference, relate highlights of your life with them. In preparing for this sharing, briefly describe major events, decisions, and accomplishments in your life on separate slips; date each slip and attach in chronological order to the lifeline. Continue filling the future decades up to 100 years with slips describing your aspirations yet unfulfilled. Instruct pupils to complete lifelines of their own. Point out the ratio of past to future on their lines and urge the students to fill in their future.

Developing the Lesson. Now that the pupils understand how to make their own lifelines, add another dimension. Share with them the name and some of the characteristics of your favorite role model from the past or present. This should be a person who has been recognized for leadership and for contributions toward helping others. From a list of available biographies, ask pupils to select a favorite hero for researching and preparing a second lifeline. Issue two lifelines to each pupil. Schedule reading and work times for special help and set a target date for sharing.

Closing the Lesson. To give a sense of time periods, cluster pupils by the decades when their heroes were born. As they share lifelines ask that they summarize with ways in which their own lives and those of their heroes are alike and different. After checking to see that each line has a name label, display the lifelines on a carpeted area, tabletop, or bulletin board in a time line form. Position lines for overlap to show common periods of time. Discuss the types and frequency of persons chosen, their unique traits and contributions, and characteristics of the times that helped determine their greatness. Compare these with the futures described by the pupils themselves.

EVALUATING THE LESSON:

After all have shared both personal and hero lifelines, summarize with key questions. These questions will lead pupils through all five levels of "The Essential Thinking Skills":

Key questions for pupils.

Who were the most popular leaders during each time period? (Qualification level)

Why were they recognized by others as great leaders and role models? Why did you choose them? (Classification level)

What can you learn from these people who have been recognized for their achievements? (Transformations level)

If you were to be recognized in history books and biographies of the future, what would you most like to be remembered for? (Causation level)

ALTERNATE TEACHING SUGGESTIONS:

Have pupils make a lifeline for current leaders. Most libraries and newspaper offices have vertical files on well-known persons.

Have pupils brainstorm the question, "What if there had been no . . .(leader by that name)?" for each of their heroes.

Make lifelines for special groups of people such as the Amish.

LESSON PLAN 4: Comparing Products, Inventions, and Institutions as They Have Developed in the United States

TOPIC: What can we learn about change and progress from webs of time?

PREVIEW: This lesson on "webs" is designed to guide fifth-graders in graphically charting change, identifying progress, and discovering cause-and-effect connections through the use of a schematic in the shape of a web. The activity, as presented here, is used both as a planning guide while pupils are preparing for a report and as a visual to aid for the reporting process.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (data research); Study Skills (ordering chronologically; classifying and comparing data); Language Arts (writing and oral reporting skills).

OBJECTIVES: As a result of this lesson, pupils will

- Identify and explain cause-and-effect relationships (Cause and Effect; Study Skills).
- Visually demonstrate through graphics of the web chronological order and major characteristics of time periods (Chronological Order, Time Periods; Thinking Skills).
- Trace change as a result of inventions, products, or processes (transportation, corn production, etc.) or progress as a result of change in the structure of common institutions (education, government, etc.) (Change/ Progress; Institutions; Thinking and Study Skills).

SUGGESTED TIME: Three to five sessions (planning, researching, analyzing, reporting).

MATERIALS/RESOURCES NEEDED: Large sheets of chart paper or newsprint; colored markers; miscellaneous reading materials based on topic(s) of study.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Introduce pupils to the process of "web-making" with a planning web they will use in preparation for assigned reports on current history topics being studied. In the center of the web define the overall task of reporting to be accomplished. On lines radiating from the center, record subtasks to be completed each day and further details needed for guidance during the process of research. Draw connecting lines to show ongoing responsibilities from day-to-day. Identify group members, topics, tasks, and the target date for reporting.

Developing the Lesson. Explore with the pupils possible ways to adapt the web as a format for giving their reports. Encourage them to make their initial designs. A web might center on "Changes in

Transportation" with each ray listing a general or specific "Time Period" and further rays focusing on "Forms" of the period. Remind the fifth graders that part of the learning experience is in revising their webs to best illustrate their data. Supply each group with several sheets of chart paper and markers after reviewing the planning web and available reference materials. At the end of each research day, evaluate progress on the planning web.

Closing the Lesson. As pupils complete the recording process, they should draw connecting lines to show recurrent or related data on the various rays. Display the charts as guides during the reporting process. An advantage of the web report is that pupils must use their own words to explain progress, change, and connections. Another is that, in addition to seeing connections on a single web, pupils may discover relationships and parallel developments with webs on other topics (for example, transportation and communication, education and government, invention of the automobile and road improvements).

EVALUATING THE LESSON:

After the individual reports are finished, direct the fifth-graders' attention to analyzing and summarizing data from all the webs. Note that the questions utilize all levels of thinking.

Key questions for pupils.

Briefly describe each time period listed on the web.
What are possible causes for the changes displayed on the webs?
How are changes connected to other changes on the webs?
Is change always "progress"? Give examples of good and bad results of changes in U.S. schools, government, etc.?
If you were to add a "Future" ray to your web, what might be listed on it?

ALTERNATIVE TEACHING SUGGESTIONS:

Use the web for a directed brainstorming activity at the beginning of a topic of study to assess how much the pupils know; later have them correct the web as they learn the real facts.

Use the web with social studies reading assignments to increase comprehension. After pupils are familiar with making webs, ask them to construct their own webs as an item on tests.

LESSON PLAN 5: A Scavenger Hunt for Special Symbols

TOPIC: How have we honored leaders of our country? How do we symbolize our freedoms?

108

PREVIEW: There is much evidence of history around us, so much that we take achievements of the past for granted. We pay little attention to the historical markers, monuments, names of public places, symbols on stamps, flags, and money, and other means by which leaders and the results of their efforts have been commemorated. The purpose of this lesson is to alert fifth-graders to ways that great leaders have contributed to the freedoms they enjoy today and ways in which these contributions have been remembered.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts (written and oral reports).

OBJECTIVES: As a result of this lesson, pupils will

- Recognize and investigate the meaning of symbols commemorating the contributions of leaders of the past. (Commemoration/Contributions; Leadership; Thinking and Inquiry Skills).
- Describe freedoms and corresponding responsibilities that these leaders have helped to achieve (Freedom/Rights; Responsibility).

SUGGESTED TIME: One session followed by a sharing session at a later date.

MATERIALS/RESOURCES: Samples of coins, brochures on memorials, rubbings of monuments, flags, and stamps; newsprint for rubbings, crayons, tape.

SUGGESTIONS FOR TEACHING THE LESSONS:

Opening the Lesson. As a culminating and review activity of the year, involve pupils in a scavenger hunt for clues which commemorate the achievements of great leaders of the past. These clues may be local or national in scope. Stimulate curiosity in the search by displaying samples of commemoratives.

Developing the Lesson. From the display of commemoratives, make a list of honored persons and special freedoms or other contributions and achievements. To avoid duplication of effort, assign individual pupils to research these and to provide the class with clues of their greatness. Encourage pupils to continue their scavenger hunt until the day set for sharing. Remind them that clues to greatness may be shared through photographs, real items, brochures describing memorials and locations, and rubbings of monuments. Give the pupils an outline of information to complete about each person. The outline may include name of leader, rights that he or she championed, time period, efforts involved in the achievement, and the symbol by which the person is remembered today.

Closing the Lesson. On the day that the scavenger hunt is completed, display the symbol clues and outlines in clusters by time periods. Ask pupils to share the personal meaning of each achievement and to discuss the responsibility of those who now enjoy the freedoms and contributions.

EVALUATING THE LESSON:

Key questions for pupils.

Why have people been remembered for their works? How have they been remembered?

What are qualities of these leaders? What did they have in common? What is our responsibility as U.S. citizens as a result of their work?

If you were to be commemorated for a contribution to your country, what would you do? How would you like to be remembered?

ALTERNATIVE TEACHING SUGGESTIONS:

Have pupils design a monument for contributions they would like to make or for someone living today whom they judge to be worthy of a memorial.

Group the leaders by contributions or common qualities of greatness.

Additional Activity Ideas

1. Construct an historical photo album on a single subject like automobile transportation, main street, or the school. Note the factors which prompted or came with the changes shown in the photographs (e.g. wider streets, more cars; bigger buildings, more people).
2. Visit a museum to investigate a particular aspect or period of history.
3. Take a trip like it would have happened at a certain period of history. Collect old travel brochures, photographs from books, and discriptions of accommodations from travel directories. Estimate such factors as cost, travel time, and risks encountered. Compare this "time travel" with the same trip today. Note things which were better and worse about the experience at each period of time.
4. Make a life-size drawing of famous people you are studying. Use an opaque or overhead projector to blow up a photograph. Display this portrait on the wall along with a short biography or list of major accomplishments and life events.
5. Write a play or skit about a past period of history. Collect and use as many real props as possible. Share your play with other classes and parents.

CHAPTER EIGHT

Sixth-Grade History Experiences

The sixth-grader is beginning to be capable of the mature study of history. The student is beginning to think abstractly and hypothetically, to cluster information for an understanding of concepts, to make hierarchial time arrangements, and to personally relate to the immediate past and short-range futures. Further, the student is beginning to test cause and effect, to appreciate objects from the past and to extract their cultural significance, to make decisions independently with language as the avenue for exploration, to think and read critically, to express opinions, and to become an adult with established thinking patterns and attitudes. What a waste of potential for motivation and learning to have sixth-graders read only survey chapters from a single social studies textbook!

The developmental characteristics, the atmosphere set by these traits, and the traditional themes—whether American neighbors or world cultures—provide opportunities for active learning of history through problem-solving tasks in sixth grade. At this point the collective history-related knowledge, skills, and values from previous grades should come to fruition. The real test of past goal achievement can be measured in the sixth-graders' abilities to make the transition to the broad context of global studies through a look at other cultures. It is at this point that open attitudes toward the study of cultures must be firmly implanted.

Goals for Sixth-Grade History Instruction

The goal statements below represent generalized expectations of sixth-graders who have had experiences such as those described later in this chapter. Most sixth-graders should achieve the following history-related goals on knowledge, skills, and values.

Knowledge Goals. Pupils are expected to

- Identify and evaluate the effect of historical events, leaders, and major decisions in cultures studied (Leadership/Influence; Culture).
- Identify unique and common characteristics of cultures and varying influences through borrowings and diffusion (Culture).
- Recognize significant changes occuring in ages past which influence present and future conditions (Change; Time Periods).

Skill Goals. Pupils are expected to

- Acquire information from varying sources and organize it to respond to previously posed problems, issues, and questions (Study and Research).

- Examine data with a known procedure for reasoning and decision-making (Thinking and Inquiry Skills).
- Express and defend opinions from own and others' viewpoints (Social Participation).

Value Goals. Pupils are expected to

- Appreciate contributions of cultures and individuals (Contributions).
- Objectively view cultural diversity as a product of rational human thought and action (Culture).
- Respect others as human beings without accepting their actions or thoughts prior to reasoned consideration of alternatives and consequences (Alternatives and Consequences).

Improving the Existing Curriculum with History

To extend the introductory statement that attitudes toward cultural studies are important at the sixth-grade, let's examine three such attitudes: First, the pupil must be motivated and curious about other places, peoples, and times. Readiness for this condition has its seeds in the kindergarten history learning suggested previously in this book and should have been developed. The curiosity of most any child or adult can be stimulated with simple artifacts and further prompted with such questions as "What was it like...? How do they...? What do they believe...value? Why...? How are they alike...different? Why?" Or hypothetically, pupils can brainstorm what it would be like to visit a location, region, or time past. They may explore a discrepant situation: "What if the physical geography of the United States were transplanted to the U.S.S.R.?" "Would the culture of the Soviet Union be the same or different?" Compare these as motivational initiations to research and study with "Open your book to page 98; answer the questions at the end of the chapter." On the other hand, the teacher may use the textbook to motivate pupils by having them quickly survey bold print and photographs and record their own questions as guides to study. So, curiosity is the first attitude to be established, but it is not enough. Study must follow—both procedures of study and attitudes toward study.

Historical study involving procedural attitudes embraces "problem-working, inquiry-based, and evidence-led" approaches focused on history's central concerns such as *Change, Causation, Time, Similarity, and Difference* (Knight 1987). That is a big order for a sixth-grade student, but one which can be achieved with attention to study skills of *Acquiring, Organizing, and Using Information* (NCSS 1984). Once pupils have established a problem, issue, or series of questions, they are ready to acquire, organize, and use information.

Using information implies more than having information, and having information should imply many sources representing different viewpoints and degrees of depth. If sixth-graders do not have the inclination or the research skills to enable them to acquire data from multimedia, now is the time to learn them. They should be introduced to collecting data from tradebooks (biographies, historical fiction), varied reference materials (atlases, almanacs, recipe books), fugitive sources (travel brochures), audio-visuals (filmstrips, educational video programs, records), primary sources (letters, diaries, documents), community resources (people, monuments, museums, cemeteries), and current news sources (TV, newspapers).

Outlining a text chapter is relatively simple; organizing information from different sources is not. Therefore, the process of gathering data is appropriately accompanied by lessons on organizing data. In addition to outlining, these "how to" lessons may involve graphing, cognitive mapping techniques such as decision trees and webbing, the construction of transparencies or descriptive maps, and the organization of retrieval charts and storyboards. From several options, the pupil should be able to choose the most appropriate means of organizing data for sharing and summarizing. The third attitude is that of objectivity based on substantive data. Sixth-graders are showing readiness to remove themselves from a purely personal viewpoint to other environments and points of view. Since history in the sixth-grade curriculum may be introduced as a multicultural subject, here is the time to look at differences in cultures not as "funny" (as sixth-graders are so apt to do) simply because they are different, but to explore why they are different, to look at stereotypes for exceptions, and to realize that people are rational beings. Traditions, or patterns of behavior characteristic of groups, have reasons or causes for being repeated. Sixth-graders can start to identify and weigh these reasons, not only from their own perspective but from that of others.

Sixth-graders are capable of comparing and contrasting objective data—locations, origins, technology—but are they ready to examine customs, beliefs, values, religions, and ideologies? The answer is "yes" and "no;" they are ready to build; but the structure is not complete. The sixth-grade "History Lessons" focus on skills for acquiring and organizing information sources and on models for reasoning and decision-making from different perspectives.

Sample Lessons

LESSON PLAN 1: Tiers of Time

TOPIC: What was happening all over the world?

PREVIEW: With two to four tiers of timelines, the sixth-grade teacher can capitalize on the pupils' increasing abilities to think abstractly and to order events. As pupils arrange dates on parallel timelines preceding and during their study of world cultures, they can review, graphically relate, and better understand conditions of the time periods. While sorting events chronologically on horizontal time lines, they can vertically compare concurrent events representing the world, national, state, and local levels. They can compare conditions of the time periods noting similarities and differences in institutions of government, religion, and education. Sixth-graders, when guided by carefully directed questions, can begin to infer changes initiated by interaction of cultural and political groups as they examine lag time for the borrowings to become characteristic of other groups in other places.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (scanning; selecting key facts and main ideas); Geography (classifying events by regions).

OBJECTIVES: As a result of this lesson, pupils will

- Order the events on a tier of timelines representing expanding environments (Time Periods; Study and Research Skills).
- Identify concurrent events and conditions in different parts of the world and compare and explain on a limited basis the existing similarities and differences as a result of borrowings or lack of interaction (Patterns; Study and Research Skills).
- Identify patterns of change (cultural, technological, and physical) and progress in different locations as a result if interaction and borrowings (Change; Patterns/Progress; Thinking and Inquiry Skills).

SUGGESTED TIME: Two sessions; a continuing activity.

MATERIALS/RESOURCES: Three or four parallel lines of rope, string or wire attached securely at regular intervals to a wall, board, or windows; location and time period labels for each line; cards for recording dates and events; clothespins or opened paper clips for inserting through cards and over timeline; textbooks and reference materials.

SUGGESTIONS FOR TEACHING THE LESSON:
Opening the Lesson. Prior to initiating units focused on history and cultures in the social studies textbook, arrange a timeline of three or four tiers at a height pupils can easily reach (see example below).

SAMPLE TIMELINE

1810 | | | | | | | | | 1820

WORLD

1814
This treaty ends the Napoleonic Wars. Napoleon is exiled to Elba. Louis XVIII becomes King of France.

1818
Zulu Empire was founded in southern Africa by Chaka, a great military chieftan.

U.S. AND NEIGHBORS

Border between U.S. and Canada set along 49th Parallel.

INDIANA

Dec., 1816
Abe Lincoln's family moved into a lean-to in a small community called Pigeon Roost.

Dec. 11, 1816
On Dec. 11th Indiana became the 19th state in the Union.

NEW HARMONY, INDIANA

1814
George Rapp and his followers left Germany and came to Indiana. They founded Harmonie, the 'Wonder of the West."

1815-1825
The Rappites or Harmonists built a town of large brick buildings, a cross-shaped church, and 100 houses; they grew plants in greenhouses, manufactured, and traded with far-away places.

The sixth-graders may then be involved in placing dates at regular intervals representing decades, centuries, or other time periods which the length of the total timelines will permit. If the "far past" is shown, it may be necessary to have two time lines, each for differing time intervals. Place arrows at the ends of the time lines pointing left and right to symbolize prior and continuing time periods. Label the tiers with locations representing any or all of the expanding environments—local, state, nation, and world.

After discussing the time line, review the previous years' study of the United States and its neighbors and the pupils' own state and local community. Involve pupils in recording brief descriptions of important events on cards which are then positioned on the locational lines by specific dates or periods of time. Surprise teachers of previous grades by borrowing social studies texts for review. This will also emphasize to the sixth graders the importance of cumulative knowledge while refreshing their memories and refining scanning skills.

Developing the Lesson. Now the pupils are ready to gain a deeper sense of chronological order and a readiness for topics to be studied by surveying their current social studies textbook. Assign chapters or units to groups to scan for dates. Once located, these dates can be recorded on the time card along with the most important related facts. After ordering the time cards on the time line, pupils may sequentially describe the most important trends of each time interval. They can begin to examine the lines vertically for concurrent happenings. At this point there will still be many blank spaces on the time line tiers.

Closing the Lesson. Close the lesson by asking pupils to continue placing time cards on the lines as they discover additional information. The time line tiers should become increasingly valuable for reference and organization of data throughout the year.

EVALUATING THE LESSON:

Key questions for the pupils.

What would be a name or title which best describes each time period (decade, century) on each tier? Which periods could cluster using the same name?

From the number of time cards during in one time period on all tiers, which has the most cards? Explain why this may have been true?

Find events on any of the time cards which seem to have caused other events. Trace the chain as far as you can. How did this chain happen?

ALTERNATIVE TEACHING SUGGESTIONS:

Pupils may identify a list of questions and people at the local level to interview for additional information for their time lines.

Pupils may visit the local library to review old newspapers for significant dates and information.

As time cards accumulate, pupils may summarize data by giving specified time periods a title. They may develop a symbol or trademark for each.

Pupils may show cause-effect relationships by connecting cards with string. They may remove the cards and sort them according to major events, along with those leading up to and resulting from each event.

LESSON PLAN 2. Words from the Myths

TOPIC: How has the past influenced the language we use today?

PREVIEW: Based on Isaac Asimov's book, *Words from the Myths*, this lesson plan illustrates how the religious myths of the ancient

Greeks still influence our daily language. It begins by having the pupils speculate on where words come from. They then attempt to name some "newly discovered" items in their classroom. The lesson uses a resource sheet of short passages taken from Asimov's book to show the pupils how history can help explain "how things are today." The pupils are then challenged to identify contemporary uses of the word and to propose new uses based on their experience and creativity.

CURRICULAR CONNECTIONS/INTEGRATION: Language Arts; Reading; Study Skills.

OBJECTIVES: As a result of this lesson, pupils will

- Learn the Greek and Roman origins of words we use today (Heritage).
- Identify contemporary uses of the word, judging whether such uses are appropriate (Thinking and Study Skills).

SUGGESTED TIME: One class period.

MATERIALS/RESOURCES: Resource sheet; dictionaries; *Words from the Myths* by Isaac Asimov, 1961. (optional).

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Have the pupils think for a moment about where words come from. Ask: "How do people who discover or create something new decide how to name it?" Accept the pupils' answers and then ask them to pretend they have discovered many of the objects in the classroom. Get them started naming their discoveries by choosing one or two pupils to imagine they have discovered such items as a desk, chalk, an eraser, or file cabinet. Help these pupils demonstrate what their inventions do, calling it simply a "thingamajig" until they can think of a new name for the object. (Example: an eraser might be called an "image eliminator," or a "blanker.")

Developing the Lesson. After several pupils have developed new names for common classroom objects, pass out the Resource Sheet taken from Asimov's book and have the pupils read and complete it.

Closing the Lesson. After the pupils have had time to work on the resource sheet, go over their answers as a group. Ask the class to determine how appropriate their examples are. Encourage speculation on the history of other words, and allow the pupils to use the dictionary and other resources such as Isaac Asimov's book to find the answers to their questions.

RESOURCE SHEET FOR LESSSON #5

Words from the Myths

CHAOS

The ancient Greeks thought that the universe was created out of scattered and formless raw material. This mixture of raw material was called *Chaos*. Today, the Greek word "chaos" means an open gulf. The original chaos can be pictured then, as being like outer space, with the stars and planets yet to be formed. Many modern scientist think that the earth, its solar system, and all the galaxies of the universe were formed from just such an image of chaos: a vast expanse of swirling dust.

We still use the word "chaos" today to describe anything that is in a state of complete confusion or disorder. Your mother, for example, might say your room looked like chaos if it was strewn with clothes, magazines, and dirty dishes!

Name some things which appear to be in a state of utter and complete confusion: ______________________________.

Complete this sentence: Chaos reigns (rules) when ______________

______________________________.

PYGMIES

The Greek god Heracles (better known by his Roman name, Hercules) is said to have traveled through Africa where he met with a group of tiny people. These people were called Pygmies taken from the Greek word meaning "fist." Originally meaning the distance from the elbow to the knuckles of the fist, the mythmakers kept making the Pygmies smaller and smaller until they were only the size of a fist. Ever since, the smallest breed of an animal has often been called "pygmy." Much later, when a tribe of small people was eventually found in equitorial Africa, the group became widely known as the "Pygmies."

Name some objects which could be described as "pygmy."

______________________________.

What are some words that are often used in place of the word pygmy to describe the smallest version of a plant or animal? ______________

______________________________.

HELIOS/SOL

The Greek god Helios and his Roman equivalent, Sol have left many traces in our language. The word "heliotrope" is used by botanists to refer to any plant which, like the sunflower, follows the sun across the sky from dawn to dusk. The word "solar" is an adjective used to describe anything pertaining to the sun.

What are some "solar" terms you know? ______________

______________________________.

Write about a new discovery or invention which, because it uses the sun, will be called the "solar. . . ______________________________."

EVALUATING THE LESSON:
Key questions for the pupils.

What are some examples of words which have been passed on to us from the Greeks and Romans?

Have the words changed their meaning over the years? If so, how? What source would you use to support your answer?

LESSON PLAN 3: Momentous Decisions in History

TOPIC: How do leaders make decisions?

PREVIEW: This lesson is designed to provide sixth-graders with organizers by which to activate and retrieve different points of view and facts and to practice making personal decisions based upon weighing both subjective and objective data. The organizers are called "decision-maps." Decision-mapping is the act of arranging alternatives and consequences in such a way as to arrive at a reasoned judgment. The decision-map itself is the graphic representation of the various steps leading to the final decision. The "decision tree," often found in current literature and texts, is one form of a cognitive map. An adapted version of the tree and other maps are presented at the end of this lesson.

CURRICULUM CONNECTIONS/INTEGRATION: Language Arts (oral sharing and note-taking).

OBJECTIVES: As a result of this lesson, pupils will

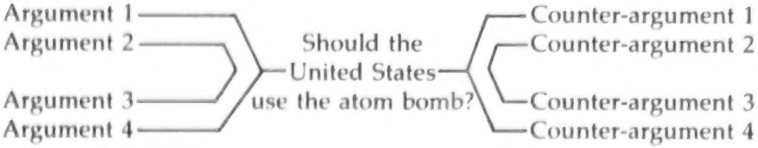
- Participate in a decision-making process by posing alternatives and consequences (Alternatives and Consequences; Thinking and Inquiry Skills).
- Consider personal responsibility and the power and influence of leaders in making final decisions affecting much of the world (Influence, Leadership, Power; Valuing Skills).

SUGGESTED TIME: One session.

MATERIALS/RESOURCES: Chart paper and colored markers.

SUGGESTIONS FOR TEACHING THE LESSON:
Opening the Lesson. After pupils have been immersed in the study of World War II and events leading to its termination, including the atom bomb, pose the situation: "You are among President Harry S. Truman's very close advisors for war matters. You have been called into a closed session and informed that the United States possesses the atom bomb. What do you recommend to the President?"

Developing the Lesson. Divide the sixth-graders into two groups, those arguing for using the bomb and those posing counter-arguments. Display a large chart on which has been sketched the "Seesaw" or "Balance Beam" decision-map. Alternatively take arguments for and against until all ideas have been exhausted. Discuss whether further research is needed before deciding which way the beam will tip.



Closing the Lesson. Ask the advisors to decide "yes" or "no" on the basis of the number and quality of arguments. Compare their decision with the documented facts as they are now known and available to the pupils.

EVALUATING THE LESSON:

Evaluate both the process and the outcome of the decision-mapping experiences with real facts of history.

Key questions for the pupils.

How was our decision-making process like one that President Truman may have used? How did our decision compare with the one actually made?

How did you feel making such a decision? What do you think about one leader or a few people having such power?

ALTERNATIVE TEACHING SUGGESTIONS:

The decision-map could be extended as the organizer during the research phase of the study on World War II.

The class can identify other major decisions recorded in history and use the same or adapted versions of the decision map.

Forms of the decision-maps may be used for posing alternatives and consequences for problems originating within the class, school, or community and for predicting outcomes to problems occurring in current news media.

LESSON PLAN 4: Seeing History from Different Perspectives

TOPIC: What is your view of history?

PREVIEW: We are so immersed in our own culture that we fail to remove ourselves far enough to realize that ours is not the only way of viewing conflicts, solutions, cultures, and history in general. This is especially true for pupils, and in some cases for teachers, who may not have had opportunities of travel and interactions with people of different cultural backgrounds and/or access to varied news media. Recent research efforts sponsored by the National Council for the Social Studies also show social studies textbooks in the United States and other countries, such as Japan and the U.S.S.R., to be biased in the presentation of history from their own perspectives. This lesson is designed to aid sixth-graders in removing themselves from a purely personal perspective through collecting, organizing, and evaluating views from other environments and points of view.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (textbooks, newspapers, and other resources); Language Arts (listening to television and radio newscasts; interviewing; classifying and recording data).

OBJECTIVES: As a result of this lesson, pupils will

- Organize, compare, and evaluate current and historical views from reading, news media resources, and people on different conflicts and proposed solutions (Conflict/Solutions; Social Participation Skills).
- Begin to formulate personal views on specific interests and defend these in terms of the best data available and their own sense of responsibility (Compromise; Responsibility; Decision-Making).

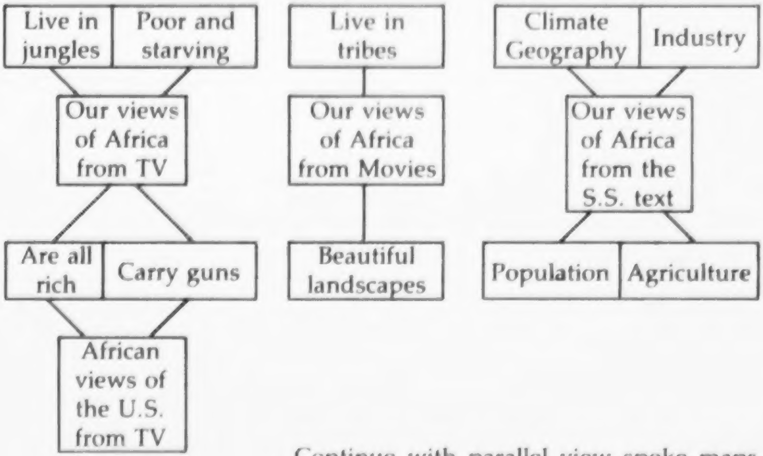
SUGGESTED TIME: One session for introduction; interspersed in ongoing lessons at varying times throughout the year.

MATERIALS/RESOURCES: Large charts for recording views on view spoke maps; colored markers; space to display and compare charts at varying times.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Prior to introducing a new culture or an area of conflict, engage pupils in brainstorming their prior knowledge and views. For example, if pupils are ready to study Sub-Sahara Africa, point to the map of Africa and ask, "What do you think people living in Zimbabwe (or South Africa) are like?" Record views on a spoke map similar to the one illustrated below. Next ask, "Where did you get your information?"

Developing the Lesson. Aid pupils in organizing the results of their brainstorming efforts on view spoke maps similar to the illustrations below. Then reverse roles by having pupils construct maps of what Zimbabweans think of people living in the United States. Continue with parallel spoke maps from the South African perspective. Stimulate thinking by suggesting that people in South Africa have some access to United States newspapers and movies. Divide into groups according to those who regularly view a popular television show and those having seen a recent movie. Give the remaining pupils newspapers and current journals for scanning headlines and pictures.


Live in jungles
Poor and starving
Our views of Africa from TV
Are all rich
Carry guns
African views of the U.S. from TV
Live in tribes
Our views of Africa from Movies
Beautiful landscapes
Climate Geography
Industry
Our views of Africa from the S.S. text
Population
Agriculture

Continue with parallel view spoke maps for the United States. Add other maps as sources are shared.

Closing the Lesson. Display and compare the view spoke maps. Then instruct pupils in ways of organizing their study notes from the social studies text and other resources onto topical spoke maps. Ask them to watch for ways the text may give "wrong" impressions about Africa through photographs and content.

EVALUATING THE LESSON:

Key questions for the pupils.

How are viewpoints different from different sources and places? Why are they different? What are the results of different viewpoints?

How can we recognize different viewpoints? How can we use them?

ALTERNATIVE TEACHING SUGGESTIONS:

Use similar spoke maps to investigate and evaluate conflicts such as "Hitler's Viewpoint of World War II" vs. "President Roosevelt's Views."

Adapt the spoke map for brainstorming problems and solutions of past, present, and future significance. Add extended spokes to record personal, United States, and world responsibilities in carrying out the solutions.

LESSON PLAN 5: History in the Future

TOPIC: How can we predict the future?

PREVIEW: Using a futurist matrix, sixth-graders can experiment with forecasting the future by examining the impact of one event upon another. This activity will engage pupils in identifying current issues and problems in the news which are becoming part of history while increasing their awareness of historical interconnections around the globe.

CURRICULAR CONNECTIONS/INTEGRATION: Reading (main ideas from newspaper and TV); Language Arts (recording details).

OBJECTIVES: As a result of this lesson, pupils will

- Identify cause-and-effect relationships through interactions of two events or issues on a simple futurist matrix (Cause and Effect; Change).
- Will predict with some success short-range futures of tomorrow, the week, and perhaps the year (Connections to the Future; Thinking and Inquiry Skills).

SUGGESTED TIME: Two sessions.

MATERIALS/RESOURCES: Futurist matrix, newspapers.

SUGGESTIONS FOR TEACHING THE LESSON:

Opening the Lesson. Ask pupils to listen to the evening news on television and to list issues and events which they think are important enough to be part of history in the future. Ask them to involve others in the household in selecting three or four topics. On the following day compile the list and compare it with the front page of a major newspaper. Discuss why each was important enough to have made front page history on the following day.

Developing the Lesson. To illustrate cause-effect relationships, introduce pupils to a futurist matrix drawn on a large chart. List on the horizontal axis of the matrix five or six of the issues and events which pupils think most likely to continue in the news. Briefly discuss possible connections of these with each other to prepare pupils for the next step. By the corresponding number on the vertical axis, repeat each issue or event. Group pupils according to the numbers on the matrix. Group 1 then proceeds to record in Cell 1-2 the influence of Issue or Event 1 when interacting with 2, 3, etc., vertically on the chart. Each group fills in the cells under its number with probable results of each interaction. Share the predicted results with the entire class. Record additional predictions as the total matrix of interactions becomes clearer through discussion. Then wait for the future—a very short one—to be confirmed by the evening news and tomorrow's newspaper.

Closing the Lesson. On the following day, check to see which issues and events have been repeated in the news and whether any evidence of the predicted changes can be noted. Continue checking and revising as long as pupils maintain an interest. Also give pupils individual matrix charts to complete on their own.

EVALUATING THE LESSON:

Aid pupils in identifying cause-and-effect and future connections with these questions.

Key questions for the pupils.

Which events and issues seemed to be most related? Explain how these are related.

Which events and issues seem to have the strongest connection with your future and the future of the world? How is history made?

ALTERNATIVE TEACHING SUGGESTIONS:

To better prepare students for the above lesson, start a matrix listing classroom and school events of the week: Principal wears green tie; teacher gives no homework; cafeteria serves spaghetti. The pupils will start seeing unusual cause and effect relations!

As a follow-up writing exercise, have pupils write a page of history including the interactions of at least two events.

Additional Activity Ideas

1. Ask the students to imagine they are historians of the future and they are attempting to write the history of some momentous event such as a stock market collapse, a modern-day Crusade, or Civil War. What information would they want to have? Who would they interview? Where would they travel to do their research?
2. Form the class into small groups and have them write the history of a common household product or appliance. Judge the histories on accuracy, thoroughness, and presence of interesting anecdotes.
3. Have the class develop a museum of toys from their recent past. Each toy placed in the museum should have a card attached which explains the toy's original appeal, popularity, price, and symbolism.

Sample Futurist Matrix

Date: Dec. 4
and the Future

Predictions for Dec. 5

Group # Events and Issues	#1 Summit Meeting USA/USSR	#2 Missiles Agreement	#3 Heart Implant	#4 Unemployment Rate Falls	#5 Christmas Shopping Up
#1 Summit Meeting USA/USSR		No agreement reached; conflict continues	USSR wants medical secrets; trades	President feels good and forces agreement Leaders buy gifts for each other	
#2 Missiles Agreement	Agreement reached to limit arms		Less heart disease with less worry	Unemployment rises as plants close	Less tax money for missiles; more buying

#3, 4, 5
continued

Note: Let pupils have fun with some of their predictions. A sense of humor is a necessary ingredient for the future.

CHAPTER NINE

Summary and Conclusion

The authors have summarized recent research, theoretical perspectives, and professional opinions on teaching history in the elementary school. In order to make this research, theory, and opinion relevant to the classroom teacher, application chapters were developed for each grade level. A brief summary of the chapters, a look to the future of history instruction, and recommendations for further research follow.

Looking Back at the Research Chapters

The research and theory reviewed in Chapter One indicates that elementary-age pupils are incapable of thinking formally, as Piaget defines it, about history. In fact, the available evidence indicates that formal thinking ability in history is achieved somewhat later than in other areas of the curriculum. If this is indeed true, how do we account for such a result? It seems doubtful that we would be able to argue that the nature of history is more abstract than advanced mathematics or ideas in science which rely heavily on theory. It can be argued, however, that formal reasoning in history requires command of a broad range of relatively ill-defined and disputed ideas, concepts, and theories. To deal with the degree of tentativeness and conjecture involved in formal history requires a mature level of knowledge and higher-level thinking ability. Only at the very fringes of research knowledge do science and mathematics deal with such disputed ideas, ill-defined theories, and extreme tentativeness. These are seldom included in the curriculum of elementary or secondary schools.

Perhaps a second reason for the late arrival of formal thinking ability in history is the union of its problematical content with what remains basically a mystery—our understanding and experience of time. Human beings, by their very nature, cannot easily grasp the passing of time. Our perception of minutes and seconds varies radically. At one moment, minutes may seem inestimably long and in the next they may disappear as though pouring through a thirsty hole in space. A year for a youth is forever; however, for person in midlife it often represents a regrettably short compression of time. People in their forties, fifties, and beyond may wonder at the sweeping change of a mere decade, but the pagentry of passing time may escape young adults who have not yet reached the end of their third decade.

History not only attempts to deal with an incredibly broad array of facts, concepts, and theories, it also deals with lengths of time which, because they cannot be directly experienced, must be defined by the discipline itself. History must not only describe and interpret the past, it also is responsible for conveying the meaning of time periods which can only be known through the use of analogy, rich description, and graphic devices such as timelines. In reflection, it seems the reasons for delayed development of formal thinking ability in history are entirely understandable.

Chapter Two provides a bridge between the research literature and the instructional practices applied in the activity-based chapters. The information contained in Chapter Two shows that history learning experiences can be tailored to the abilities of pupils at each grade level. A chart is presented which details age-related characteristics of pupils and unites these with teaching guidelines for history instruction. The chapter also presents a chart of major concepts and generalizations which may be used to guide the history learning experiences of elementary-age pupils. Based on an analysis of several elementary textbook series, this chart was used to classify the lesson plans provided in Chapters Three through Eight and offers a means of tying the conceptual content of a textbook to the lesson plans.

Review of the Application Chapters

Chapters Three through Eight argue that there is much children and youth can learn from history. These chapters demonstrate that there are viable approaches to history for pupils of all ages. In the early grades, children may be introduced to history which illuminates their personal and family past. They may be exposed to literature-based history through appropriately-tailored biographies, folk stories, legends, and historical fiction. In addition, young pupils can be brought closer to the process of history through the use of artifacts, oral history interviews, data collection, and guided history-writing experiences. The activities provided in these chapters have been cast within the developmental limitations of young children and have been tied to the existing textbook-based social studies curriculum.

In the intermediate grades, treated in Chapters Six through Eight, the authors capitalize on the transitory but cumulative abilities of pupils to intellectually deal with abstractions. Central to understanding the chapters, first, is recognizing that the foundation of these abilities resides in the acquisition of reading, writing, quantitative, and organizational skills established in primary grades, and that the skills are now ready to be applied in the intermediate grades. The chapters for grades four, five, and six focus, respectively, on the vitality of history through clues and direct contact with people, places, and realia of the past; the interlocking of history content with higher-level thinking skills and the development of positive attitudes toward cultures and history. The reader is reminded at this point to interpret each of these chapter themes as overlapping and cumulative.

The Future of History Instruction

No work such as this can be complete without devoting some final attention to the future of history instruction in elementary schools and still-needed research. The following paragraphs detail the authors' views on these two topics.

As schools mature into the information age, it is likely that present trends toward the increased use of technology will supplement existing practices in the teaching of history to a greater extent. The well-developed lecture, the knowledgeable resource presenter, the reference-like textbook, and all of the other instructional aids presently used will continue as major vehicles for the teaching and learning of history. But as computer-based technology supports increasing levels of individualization in all subject areas, history, too, must bend to accommodate the power of self-interest and guided, individualized study. The use of traditional history simulations and newer "data based" simulations is gaining acceptance in history classrooms across the nation. The possibility of an interactive video/computer-based history textbook is on the near horizon. Such textbooks, using hypertext (an approach to the presentation of written information which supports improved reading with modern technology) will help pupils gain deeper explanations and interesting "side line" stories when and where they are desired or needed. Combined with the use of computer-interfaced videodisks, such hypertext history books could provide a self-tailored excursion through history, complete with the drama and action which first-rate cinema has made an art of capturing. Although cost prohibits wide-spread use at present, the future may well offer more and more opportunities for pupils to experience such a fascinating approach to history.

History, more than most subjects, benefits from such individualization. The success and rapid growth of History Day is a testimony to the power of the individualized study of history. Serving as organizers and judges of History Day contests, the authors have come to appreciate how influential such an approach is in building positive attitudes, skills, and meaningful knowledge of the past and present. For many pupils, their History Day project is the first time they have conducted in-depth research. We should be deeply appreciative that such experiences are almost always positive and reflect on the importance of helping students pursue self-selected topics, investigate their personal connections to events of history, and study their topic in depth as historians rather than as passive recipients of information contained in a textbook.

The future of history teaching in the United States may include renewed attempts to define a national curriculum of orthodox content. The discipline of history is surely endangered by the complacent attitude of those who insist that they have the right content and correct perspective on the past. Attempts to freeze our knowledge with an orthodox content and interpretations of the past run contrary to the nature of the discipline and the task of history scholarship. Ultimately, the school curriculum must suffer along with the discipline; both must endure a degree of ambiguity and change in order to stay vibrantly alive. Presenting the past as a foregone conclusion, devoid of all mystery and controversy presents a false image of the past and drains the vitality from its study. Any detailing of universal content, any attempt to define what everyone should know, must be accompanied by statements endorsing the fundamental right to advance alternative interpretations, to select certain content for deeper treatment, and to supplement the core with freely-chosen alternative material.[1] Anything less is to shackle the historian, history teacher, and pupil. In this country, history creates shared memories of the past and consensus on the meaning of the present while demonstrating sufficient tolerance for diversity and difference of opinion to ensure respect for all individuals and groups. Unity with diversity is an essential characteristic of our American nation and our American history.

Recommendations for Future Research

There are many remaining tasks for research on the teaching of history. Needed are various types of descriptive, correlational, longitudinal, and experimental studies.

Descriptive studies are needed to develop further insight into what actually happens in classrooms when history learning is taking place. A comprehensive set of studies employing the methods of naturalistic inquiry should be implemented. These studies should cover every grade level and devote specific attention to the pupils' perception and sense-making of various history learning opportunities. Specific attention should be devoted to discovering how contemporary children and youth understand basic history concepts, including time. These studies should be authorized and financially supported either by a national coalition of state departments of education or by the federal government. They should be staffed by a combination of established and competent educational researchers and historians. The results of these studies should provide the rich description required to further thinking, theory building, and research based on other descriptive research traditions.

Correlational studies should be undertaken to relate selected teaching practices and learning opportunities to such learning outcomes as short- and long-term retention of factual material, positive attitudes, conceptual understanding, uses and understanding of historical methods, and transfer of learning to personal contemporary experience and other historical situations. Such studies should span all grade levels and types of schools and pupils. They should pay particular attention to the quality of the history learning experiences which were provided, making sure that potent, model experiences are the rule rather than the exception. The information provided by these studies would sketch a picture of how children of varying backgrounds react to sustained, high-quality history instruction. As with the series of naturalistic studies recommended above, support of this research must come from more than the good intentions and dissertation needs of graduate students. Significant, non-trivial research requires adequate support, experience, and guidance. Accordingly, we recommend that a competitive doctoral-level research fellowship program be established to support such studies. This program should provide grants which cover all expenses of the school-based correlational research, ensure continued support for living expenses during the study, and include provisions supporting inter-campus cooperation and coordination in forming the committee of advisors for the study. Such practices would increase significantly the quality and quantity of research-based knowledge on history teaching.

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[1] Sound scholarship does set limits to the range of reasonable alternative interpretations of history. In addition, there exists an agreed-upon core of content which is almost universally represented in textbooks. Care must be taken, however, to exercise the freedom which exists within these traditional bounds.

Longitudinal studies of history learning must also be conducted. Longitudinal studies, by their very nature, require significant and sustained funding, an eclectic blend of research methodologies, a team of competent researchers, and large numbers of subjects. Longitudinal studies are needed to track the development of historical thinking ability, changing conceptions of time, the long-term influence of quantity, quality, and outcomes from earlier history instruction. Longitudinal studies must be designed to track significant numbers of pupils from the earliest grades up through college. To stand a chance of producing answers to the questions posed, such studies must be designed in consultation with the foremost authorities on this type of research and emanate from a well-sustained program.

Experimental research is the last form of research which is still needed. Although popular in many areas of education, such studies often take the form of a poorly-designed "horse race" between two or more methods of instruction. Too often, the result is unreliable and inconsequential. Piling one poorly-designed and executed study on top of another results in little more than a trash heap. Significant experimental research must await the development of well-grounded theories of history learning in addition to the need to have refined knowledge of the impact of specific educational procedures based on those theories. When such research is undertaken, it must adhere faithfully to the well-established guidelines for experimental and quasi-experimental research. Planned replication would do much to extend the confidence one might have in the results of well-designed experimental research.

Concluding Comment

History is a multi-faceted discipline with unique power to explain the why and how of our present world. To know our history is to understand ourselves, to gain that precious insight which lends greater meaning to our existence. The effort and expense required to improve elementary school history instruction is a sound investment in our future.

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Thornburg, K. (1983) "Young Children's Understanding of Familial Concepts with Implications for Social Studies Units." *Social Education*. 47(2) 138-140.

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Thornton, Stephen J. (1984) "Social Studies Misunderstood: A Reply to Kieran Egan." *Theory and Research in Social Education*. 12(1) 43-47

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Wiedefeld, M. Theresa (1942) *An Experimental Study in Developing History Reading-Readiness with Fourth Grade Children*. Baltimore: Johns Hopkins Press.

Winkel, Lois (Editor) (1986) *The Elementary School Library Collection: A Guide to Books and Other Media*. Fifteenth Edition. Phases 1-2-3. Williamsport: Brodart Company.

Woodhead, Martin (1987) "The Needs of Children: Is There Any Value in the Concept?" *Oxford Review of Education*. 13(2) 129-139.

Zaccaria, Michael A. (1978) "The Development of Historical Thinking: Implications for the Teaching of History." *The History Teacher*. 11(3) 323-340.

SELECT BIBLIOGRAPHY OF ERIC RESOURCES FOR TEACHING HISTORY

The items on this list include an ED number, which identifies them as resources in the ERIC (Educational Resources Information Center) system. These resources are available in microfiche and/or paper copy from the ERIC Document Reproduction Service (EDRS). For information on prices call 1-800-227-3742 or write to EDRS, 3900 Wheeler Avenue, Alexandria, Virginia 22304. Abstracts are published in *Resources in Education* (RIE). Most ERIC documents are available for viewing in microfiche at libraries that subscribe to the ERIC collection.

National Women's History Project. *Myself and Women Heroes in My World.* National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. 1985. ED 260 995. This kindergarten unit contains six lessons based on the biographies of Amelia Earhart, Queen Liliuokalani, Sonia Manzano, Maria Tallchief, Sojourner Truth, and Harriet Tubman. Each lesson begins with a biography that teachers read to students. Discussion questions and suggestions for classroom activities follow each biography.

National Women's History Project *Women at Work, Home and School.* National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. 1985. ED 260 996. This first-grade unit contains six lessons based on the biographies of women who represent the many ways women work outside the home. The women are Susan LaFlesche, Mary McLeod Bethune, Rachel Carson, Chien-Shiung Wu, Nancy Lopez, and Dorothea Lange. Each lesson begins with a biography that teachers read to students. Discussion questions, suggestions for classroom activities, and a student worksheet follow each biography.

National Women's History Project *Women as Members of Groups.* National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. 1985. ED 260 997. The second-grade unit contains six lessons based on the biographies of Shirley Cachola, Dolores Huerta, Rosa Parks, Elizabeth Cady Stanton, Annie Wauneka, and Elizabeth Blackwell. Each lesson begins with a biography and includes discussion questions, suggestions for learning activities, and a student worksheet.

Nowlin, Isabel. *Famous Presidents Unit, Third Grade.* 1986. ED 272 444. This third-grade teaching unit focuses on the lives of George Washington and Abraham Lincoln. It investigates what made these men exceptional heroes, reviewing their early lives, careers, and presidencies.

National Women's History Project. *Women as Members of Communities.* National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. 1985. ED 260 998. This third-grade unit contains six lessons based on biographies of Abigail Adams, Sarah Winnemucca, March Fong Eu, Shirley Chisholm, Carmen Delgado Votaw, and Helen Keller. Each lesson begins with a biography and includes discussion questions, suggestions for class activities, and a student worksheet.

Cordova, Dahlia. *The Navajo Way of Life: A Resource Unit with Activities for Grades 4-6.* 1982. Multicultural Ethnic Studies Curriculum, c/o Alberta Henry, Salt Lake City School District, 440 E. 1st South, Salt Lake City, UT 84111. ED 235 962. This is a resource unit on the Navajo way of life for grades 4-6. Included is an extensive list of books and other materials on the Navajo.

Gage, Richard. *Reflections of Yesterday: Processes for Investigating Local History. Intermediate and Middle School Level.* Iowa State Dept. of Public Instruction, Des Moines. 1985. ED 261 960. This unit offers procedures to help intermediate-grade social studies teachers implement a local history project.

Parker, Beth. *Plains Indians of North America. Grade Level: Fourth.* 1986. ED 272 447. This fourth-grade unit on the Plains Indians of North America covers their government, family structures, social order, education, recreation, art, music, ceremonies, and communication.

Giese, James R., and Parisi, Lynn S., Editors. *A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher.* Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302. 1986. ED 274 564. The book offers a framework that can be used to teach a survey of United States history from an integrated humanities perspective.

Moore, Robert B., and Banfield, Beryle. *Reconstruction: The Promise and Betrayal of Democracy. Teacher's Guide and Classroom Activities.* Council on Interracial Books for Children, 1841 Broadway, Room 500, New York, NY 10023. 1983. ED 236 079. Designed to be used with the sound-color filmstrip "Reconstruction: The Promise and Betrayal of Democracy," these learning activities are intended to help students in grades 5-9 develop critical thinking about how their textbook presents the Reconstruction Era.

Davidson County Metropolitan Schools. *Black Americans Yesterday and Today. A Resource Unit for the Intermediate Grades.* Nashville-Davidson County Metropolitan Public Schools, Tenn. 1973. ED 194 644. This unit on Black American history includes information on the African background, slavery, the Civil War, Reconstruction, and problems and progress in the twentieth century.

Rialto Unified School District. *Our State and Our Nation. A History of California and the United States. Fourth-Fifth Grade Social Studies.* Rialto Unified School District, 182 E. Walnut Ave., Rialto, CA 92376. 1983. ED 245 963. Designed for use with fourth- and fifth-grade combination classes, this student worktext combines concepts and content from both California and U.S. history courses.

Roosmann, Margaret; et al. *The Life of the Pawnee People: Upper Elementary Unit.* Nebraska Curriculum Development Center, Andrews Hall 32, University of Nebraska, Lincoln, NE. 1978. ED 235 933. This unit on the life of the Pawnee people, includes objectives, an overview and rationale, and articles on Pawnee belief systems, stories and storytelling, food, clothing and hairstyles, shelter, social structure, and art.

Washington National Insurance Company. *George Washington: The Life and Legend. Reading and Thinking Skills Activities Grades 5-9.* Washington National Insurance Co., Evanston, IL. 1976. ED 238 740. This unit offers lessons on George Washington's occupational experiences, his personal and public life, his early life in preparation for the presidency, and the geographical background of his life.

Gibbs, Virginia G., Editor. *Latin America: Curriculum Materials for the Middle Grades.* Center for Latin America, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. 1985. ED 268 040. Provides activities that will help social studies or Spanish students in grades 6-8 learn about the history and culture of Latin America. The countries and areas covered are: Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil, and Argentina.

Manitoba Department of Education. *Life in Canada's Past. Social Studies Interim Grade Guide for Grade Six.* Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch. 1981. ED 220 378. This sixth-grade Canadian history guide includes units on: The First Inhabitants, The Coming of the French, The Coming of the British, Life in Late 19th Century in Western Canada, and Life in Canada in the 20th Century.

Mertz, Gayle; et al *Immigration: Law, Customs, History. 5th Grade Curriculum.* 1984. ED 251 366. This fifth-grade unit presents the history of immigration to the United States from a legal perspective. The eight sections are suitable for a comprehensive unit but may also be used selectively.

Woodbury, Virginia Garton. *Humanities Thematic Units: Four Example Units for Gifted Students in Grade 6: The Greeks, The Romans, The Middle Ages and The Renaissance.*

Programs for Gifted Students. 1979. ED 251 991. One in a series of units for gifted students, the booklet focuses on humanities instruction in grade six on Greek Civilization, Roman Civilization, the Middle Ages, and the Renaissance. Sample discussion questions are included throughout.

Activities for Studying Oral History. Outdoor Education Series. Bulletin No. 247-L. 1979. ED 242 475. This teacher guide contains 12 detailed local history investigations, complete with procedures, required materials, and evaluation exercises.

Beery, Robert W. *Doing History*. Rochester Public Schools, Minnesota Community Studies Project, 200A Coffman Building, Rochester, MN 55901. 1978. ED 221 413. Offers a collection of activities designed to make history more relevant, exciting, and enjoyable for elementary students.

Bourbonnais, Mary Kathryn *Economic Promises and Challenges of Productive Resources: A Study of Man's Use of Productive Resources over the Ages (From the Stone Age to the Space Age)*. National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 1981. ED 239 935. Offers mini-units for fifth-grade students on Early Man (Caveman and Early American Indians), Early Europeans, Explorers, Early Builders of Our Nation (Colonists and Frontiersmen), and Enterprising Americans Today (Free Enterprise Society).

Butterfield, Robin. *Thoughts from the Shadow of a Flame. The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual, Level V*. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1981. ED 258 763. This guide presents an overall plan for implementing Level V of the Indian Reading Series, which features stories and legends of Northwest tribes in a supplementary reading and language arts development program for elementary grade Indian and non-Indian children. The majority of the manual consists of suggested teaching activities for the 26 stories in the 18 student reading booklets.

Casey, Tommye W. and D'Amico, Joseph J. *Using History, Heritage, and Hearsay*. 1981. ED 209 139. This teaching guide suggests ways to help elementary pupils use accompanying student materials (ED 209140) to learn about five of Philadelphia's ethnic groups.

D'Amico, Joseph J. and Newcombe, Ellen *History, Heritage, and Hearsay: A Children's Guide to Ethnic South and Southwest Philadelphia*. 1981. ED 209140. This is a resource unit on the history and heritage of Philadelphia's ethnic groups. The groups studied are: Afro Americans, Irish Americans, Italian Americans, Jewish Americans, and Polish Americans. Students keep a diary, make posters, play the ethnic name baseball game, trace the ethnic history of their neighborhood, conduct oral history interviews, and cook ethnic food.

Cook, Dolores, Editor. *We Too Built America: Recovering the American Heritage of Three Ethnic/Minority Groups in the Middle Georgia Area*. Bibb County Public Schools, 2064 Vineville Ave., Macon, GA 31204. 1984. ED 248 184. This workbook provides elementary and junior high school students with an opportunity to trace the social, cultural, and historical contributions of the American Indian, African-American, and Jewish American population groups living in the middle Georgia area. Each section includes student worksheets, activities, maps, tables, readings, and transcribed oral history accounts of different ethnic groups.

Crawford, Mary and Ruthsdotter, Mary *Harriet Tubman and the Underground Railroad*. 1982. ED 251 379. This unit helps increase elementary students' comprehension of the risks involved in a black person's flight from slavery and of Harriet Tubman's success in leading more than 300 slaves to freedom via the Underground Railroad.

Dawson, Tom. *Inventors and Inventions*. 1980. ED 239 973. An 8-day unit introduces middle school students to American inventors and inventions. In separate lessons, students examine the patenting process, women inventors, minority inventors, Native American inventors, the airplane, Thomas Edison, and the impact of inventions on America's growth. Includes daily lesson plans, class readings, and student activity sheets.

Dr. Charles Alexander Eastman, Sioux Physician-Author, 1858-1939. With Teacher's Guide. Native Americans of the Twentieth Century. Special School District No. 1, Minneapolis Public Schools - Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398. 1973. ED 270 263. A biography for elementary school students of a 19th century American Indian physician and author, Charles Alexander Eastman (Sioux), includes photographs of Dr. Eastman and his wife. A teacher's guide following the bibliography contains information on the Sioux Uprising of 1862 and the Wounded Knee Massacre, learning objectives and directions for teachers, suggested activities and worksheets, a vocabulary list, resource list, and an evaluation checklist.

Franklin, Edward, et al. *City: Images of America. Elementary Version*. Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing one filmstrip, audiocassette, teacher's guide, and wall poster (free). 1980. ED 252 438. Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary social studies (grades 2-6) unit on the American city over the last century. Using authentic visuals including paintings, posters, advertising, documentary photography, and cartoons, the guide offers students a look at the American city and its impact on American society over the last 100 years.

Franklin, Edward, et al. *Dress: Images of America. Elementary Version*. Community Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. Kit containing one filmstrip, audiocassette, teacher's guide, and wall poster. 1980. ED 252 440. Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary school (grades 2-6) unit which traces the history of dress in America over the last century. Using authentic visuals including posters, paintings, advertising, documentary photography, movies, cartoons, and photographs, the materials offer students a look at the clothes Americans wore during the past century and social influences affecting clothing styles.

Franklin, Edward, et al. *Food: Images of America. Social Studies Unit, Elementary Grades 2-6*. Communit Programs, Chevron U.S.A. Inc., P.O. Box 7753, San Francisco, CA 94120. 1981. ED 252 439. Designed to accompany an audiovisual filmstrip series devoted to presenting a visual history of life in America, this guide contains an elementary school (grades 2-6) unit on American food over the last century. Using authentic visuals including paintings, advertising, label art, documentary photography, and a movie still, the guide offers students a look at the changes in eating habits, in food technology, and in attitudes toward food in America over the last 100 years.

Holmes, Edward, Jr. and Frkovich, William *The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for the Elementary Classroom Teacher*. 1981. ED 207 901. This resource unit for elementary students brings together information about cowboys, with a special emphasis on the songs and poetry.

Hunsaker, Alan, Editor. *Tiempos Pasados (Past Times). Grass-Roots Oral History*. Aztlan Community Services, Inc., 718 E. Maitland St., Ontario, CA 91761. 1979. ED 213 540. Compiled with learning objectives, suggested lesson plans, learning center activities, and selected teacher and student bibliographies for use at the elementary level, these transcripts of oral history interviews with 11 Mexican Americans in San Bernardino County's West End provide understanding of the mass movement of Mexicans to the United States in the early twentieth century.

Janda, Janet. *Content and Activities for Teaching about Indians of Washington State, Grades K-6*. 1984. ED 252 367. This curriculum guide suggests content and activities for the study of Washington State Indians and is designed as a supplement to regular social studies curriculum for grades K-3 and 4-6. The unit is arranged in eight topic areas of natural environment and basic needs of people, food, shelter, clothing, transportation, communication and trade, recreation, and technology.

Jankowski, Celia and Kennedy, Michael S., Editors. *The Fabric of Alaska's Past: A Curriculum for Historic Preservation. Report No. 26.* 1980. ED 194 429. This unit, intended for elementary and intermediate level students, inventories Alaska's historic sites and examines the values of preservation. The unit can easily be adapted for use by teachers in other parts of the country. The purpose is to introduce an awareness of the architecture and structural aesthetics of our man-made past and a sensitivity and value of preservation for present and future generations.

Lilja, Marilyn, *The Amana Colonies.* 1980. ED 239 977. Designed for use in Iowa elementary schools, this unit introduces students to Iowa's Amana Colonies. Four lessons cover the history and cultural heritage of the colonies, daily life in historical times, daily life in modern times, and the colonies as a corporate museum.

Lilja, Marilyn. *The Amish. Elementary School Teaching Unit.* 1980. ED 239 969. Readings and activities in this elementary level unit focus on the history of the Amish in the United States, Amish family life, community life, and customs (such as clothing and occupations) in modern Amish communities.

Carl Gawboy, Ojibwe Regional Painter. With Teacher's Guide. Native Americans of the Twentieth Century. Special School District No. 1, Minneapolis Public Schools—Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398. 1979. ED 270 264. A biography for the elementary grades of Carl Gawboy (Ojibwe), an American Indian painter, includes photographs of the artist and some of his work. A teacher's guide following the bibilography contains information on watercolor painting and the Ojibwe people, learning objectives and study questions, instructions for doing a watercolor painting and illustrating a story, vocabulary list, resource list, and an evaluation checklist.

Mitchell Red Cloud, Jr., Winnebago Medal of Honor Recipient, 1924-1950. With Teacher's Guide. Native Americans of the Twentieth Century. Special School District No. 1, Minneapolis Public Schools—Planning, Development and Evaluation, 807 Northeast Broadway, Minneapolis, MN 55413-2398. 1979. ED 270 267. A biography for elementary school students tells about Mitchell Red Cloud, Jr. (Winnebago), an American Indian Army corporal who received a Congressional Medal of Honor for bravery in the Korean War. Photographs of Corporal Red Cloud and his gravesite are included. A teaching guide following the bibliography contains information on the Medal of Honor, the Winnebago People, the Korean conflict, and Carlson's Raiders, as well as learning objectives and activities, directions for teachers, vocabulary list, resource list, and an evaluation checklist.

Morgan, Bette. Compiler. *Eleanor Roosevelt Centennial 1884-1984. Eleanor Roosevelt Curriculum Kit, K-6.* National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. 1983. ED 252 446. This unit is designed to assist elementary students in discovering Eleanor Roosevelt's contributions to U.S. history and to the world.

Norton, Mary and Hall, Jean. *The Little Red Schoolhouse. A Guide for Teachers.* 1980. ED 241 375. An elementary school teaching unit uses a visit to a one- room schoolhouse to increase student awareness of what pioneer schools were like.

Oklahoma...OK. Oklahoma Activities, K-6. Oklahoma State Dept. of Education, Oklahoma City. 1982. ED 216 959. This guide provides articles and activities designed to make elementary students in Oklahoma aware of their historical heritage. It introduces students to the people and events that influenced the state of Oklahoma.

Patriotism and the American Flag. [Articles Compiled from Nine Issues of "Instructor" and "Grade Teacher Magazine] San Mateo County Office of Education, Redwood City, CA. SMERC Information Center. 1983. ED 239 931. Materials and activities for teaching about patriotism, the American flag, and the Pledge of Allegiance are offered in this compilation of articles taken from issues of the "Grade Teacher" and "Instructor" magazines. The activities include learning about colonial life, the first patriots, America's black heritage, the 50 states, and local history.

Robinson, Terry. *Wyoming's Early Settlement and Ethnic Groups, Unit IV*. 1980. ED 202 744. This unit on Wyoming's early settlement and ethnic groups provides concepts, activities, stories, charts, and graphs for elementary school students.

Robinson, Terry. *Coming of the Railroad, Unit V*. 1980. ED 202 745. Designed for elementary school students, this unit on the coming of the railroad in Wyoming provides concepts, activities, resource lists, and maps.

Robinson, Terry. *Wyoming: Territory to Statehood, Unit VI*. 1980. ED 202 746. Designed for elementary school students, this unit on the Wyoming evolution from territory to statehood provides concepts, activities, stories, resources, and maps.

Schipper, Stuart P. *Oral History: An Effective Means to Enhance Education in the Elementary Classroom*. 1982. ED 224 744. Over 50 publications consisting of research papers, journal articles, books, and instructional materials dealing with oral history projects at the elementary school level are listed in this annotated bibliography.

Swaim, Ginalie, Editor. *Digging into Prehistoric Iowa*. Iowa State Historical Department, 402 Iowa Ave., Iowa City, Iowa 52240. 1985. ED 266 971. A theme issue of the Iowa State Historical Department magazine focuses on elementary readings and activities about prehistoric Iowa.

Taylor, Joshua, Jr. *What Did It Look Like Then? Eighteenth Century Architectural Elements*. History by the Block Project, Arlington Public Schools. 1983. ED 239 952. Designed primarily for use in the intermediate grades, the teaching unit provides 11 lessons and related activities for teaching students to look at colonial architectural elements as a means of learning about 18th century lifestyles.

Weiss, Helen. *The Amish*. 1980. ED 239 970. The readings and activities in this 5-day unit for 4th and 5th grade classes are designed to introduce students to Amish culture in America.

Weiss, Helen and Weigel, Margaret. *Women's Rights Unit*. 1980. ED 239 972. Designed for use in the intermediate grades, this interdisciplinary unit helps students examine traditional and modern roles of women. Fourteen lessons focus on women's activities in colonial America, reasons for women's discontent, the women's rights movement of the 1800's, changes in the roles of women, enfranchisement of women, women's role since 1920, and the goals of women's liberation. Each lesson contains a reading followed by discussion questions and suggested activities.

White, James L. *The Making of a Treaty?! An Activity Study for Teachers and Students*. 1980. ED 270 258. Written for use in grades 3-6, this guide explains in simple terms the United States government's often unethical handling of treaties with the Ojibwe and small groups of Sioux during the early formation of the country.

Wilson, Herbert A. *Observing Black History in Elementary Schools*. 1984. ED 249 136. This collection of lesson plans is designed to offer a purposeful, interesting, and reasonably balanced view of black history to students in grades 3-6.

Woodruff, Mary E. *Vermont Literature and Historical Fiction for Elementary Students*. 1983. ED 245 995. An annotated bibliography of literary works and instructional materials for use with the literature are contained in this teacher sourcebook. The materials are historical fiction and works by Vermont authors, and may be used for a thematic approach to literature or for a study of Vermont history and culture.

Wimberly, James, Editor. *We Too Built America: Recovering the American Heritage of Three Ethnic/Minority Groups in the Middle Georgia Area*. Bibb County Public Schools, 2064 Vineville Ave., Macon, GA 31204. 1982. ED 248 183. Designed for elementary and junior high school teachers, this instructional guide provides background information on the social, cultural, and historical contributions of American Indians, African-Americans, and Jewish Americans of the middle Georgia area to the life and development of the community and state and to national heritage.

Younger, Jessamine, Editor. *A Gathering of Symbols. Texas History in the Hall of State*. Dallas Historical Society Hall of State, P.O. Box 26038, Fair Park, Dallas, TX 75226. 1985. ED 257 725. Designed for teachers of students in grades 4-7 and for museum educators, this teacher's manual interprets art and objects in the Hall of State (Dallas) within the context of the Texas history curriculum. Although the guide focuses specifically on Texas history and the Hall of State, it can be used as a model for museum and school educators in other states.

142